External Review Team Process

Office of Federal and State Accountability
Division of Accountability

South Carolina Department of Education
Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
Revised for School Year 2008-09
Revisions Included

School: Kingstree Junior High School **District: Williamsburg County**

Principal: Margie B. Myers **Superintendent: Ralph C. Fennell**

FOCUSED SCHOOL RENEWAL PLAN (FSRP)
2008–09 School Year of Implementation

Rationale

Summary of Demographic Information

Kingstree Junior High School is a grades seven (7) and eight (8) school located in rural Williamsburg County, South Carolina. The school serves students from the Cades, the St. Mark, the Bloomingvale, the White Oak, the Salters, and the Kingstree areas. The majority of the students who attend Kingstree Junior High are bused to the school from outlying areas. Some students are bused from communities that are as far away as twenty (20) plus miles. Enrollment at Kingstree Junior High has remained stable. Currently, the school has 470 students. The ethnic make-up consists of 447 African Americans, 21 Caucasians, and 2 Hispanics. The gender breakdown indicates that there are 233 females and 237 males, an even distribution. The special education population comprises 23.4% of the school's student body. The student attendance rate for the 2007 – 2008 school year is 96.9%

Census data reveals that 20.9% of the county's population between the ages of eighteen and twenty-one (18 -21) have not completed high school. The drop-out rate for the county, according to the Census Bureau's data, was 43.6% in 2001. The average annual income is one of the lowest in the state at $17,248.00. In 2003, the Census Bureau estimated that 31.4% of children below age eighteen (18) were living in poverty. At Kingstree Junior High School, 93.45% of the students are receiving free or reduced lunch. In 2000, Williamsburg County had 65.2% of children living in single-parent families. Over 80% of Kingstree Junior High School's students live with either a single parent, a grandparent, or a foster parent. Many parents are unskilled laborers or are unemployed. To find employment, many of the parents and guardians must travel to Horry County's Myrtle Beach area, some seventy (70) miles away.

The student body is served by a staff which includes a principal, an assistant principal, two guidance counselors, twenty (20) regular certified teachers, a certified librarian, a certified physical education teacher, a certified band director, five (5) teachers enrolled in the state's alternative certification program (PACE), nine and a half (9.5) instructional assistants, a Title I facilitator, a math/science coach, a literacy coach, a special education coach, an office manager, an attendance clerk, two secretaries, six (6) cafeteria workers, four (4) custodians, and a part-time (.5) parent coordinator.

Addendum 09/19/2008 List of Recommendations for Revisions

Our demographic make-up and our most recent PACT scores, as well as the advice of our new liaison, Jim Ramsey, have all led to the following changes in our 2008-2009 FSRP goals and strategies. Each of our student achievement goals now reflect the date of measurement as April 1, 2009 and the baseline data for MAP administration as Fall, 2008 to Spring, 2009. On Student Achievement Goal 2, the math mean RIT score was changed from 2.75 to 3.0. On goal 3, we provided information on the development of the science benchmarks. In addition to the above, we rewrote the strategies for each of the student achievement goals so that the strategies are more specific to the focus of each goal. The indicators for each strategy now reflect when the data will be collected, who will be responsible for collecting the data and how the data will be used to improve classroom instruction.

Our principal and district goals have been restated to support our student achievement goals. All goals reflect the April 1, 2009 as the date of measurement, the strategies are specific to the focus of the goals and the indicators reflect when the data will be collected, who will be responsible and how it will be used to improve instruction.

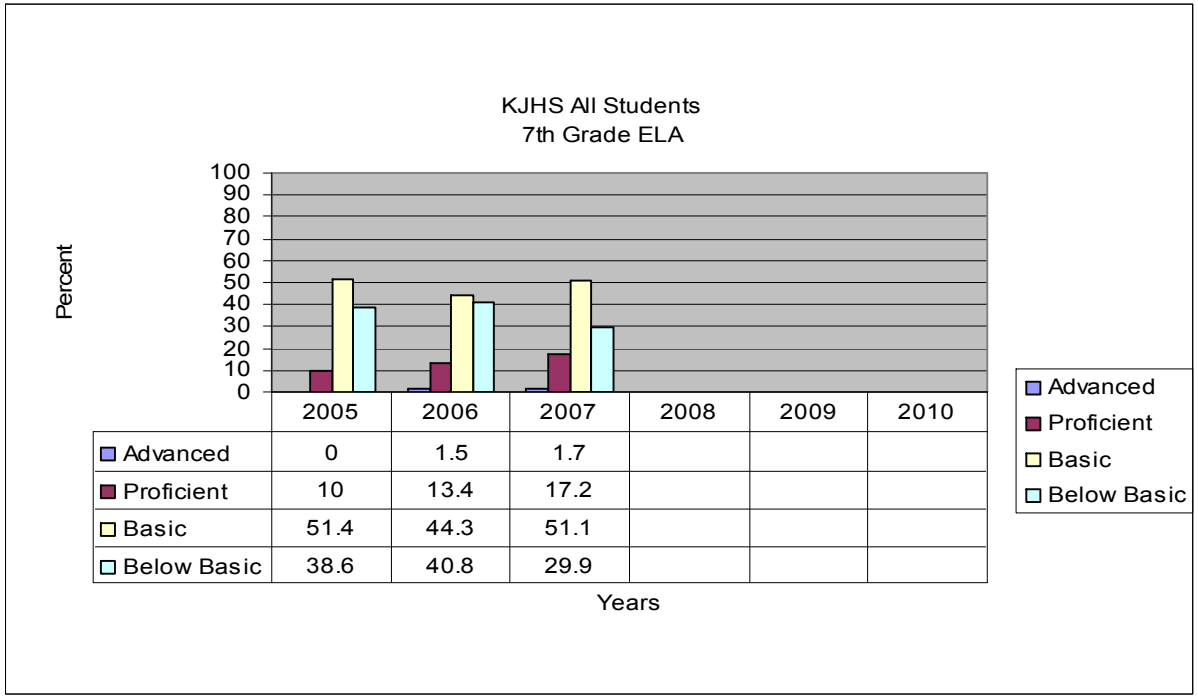
A brief description of Stuart Flanagan's Tests for Higher Standards has been added to the Title and Description of Each Program and Initiative Included in the FSRP page.

The following changes were made to the timeline. The district MAP assessment schedule was changed from two times a year to three times a year. Due to the availability of school funds the purchasing of consumable science kits was changed to November. The Accelerated Reader Training and Kick-off was moved to September due to the release of grant funding.

ANALYSIS OF PACT
ALL 7th GRADE STUDENTS

Analysis of the 7th Grade PACT ELA data for all students over the past three years indicates the following:

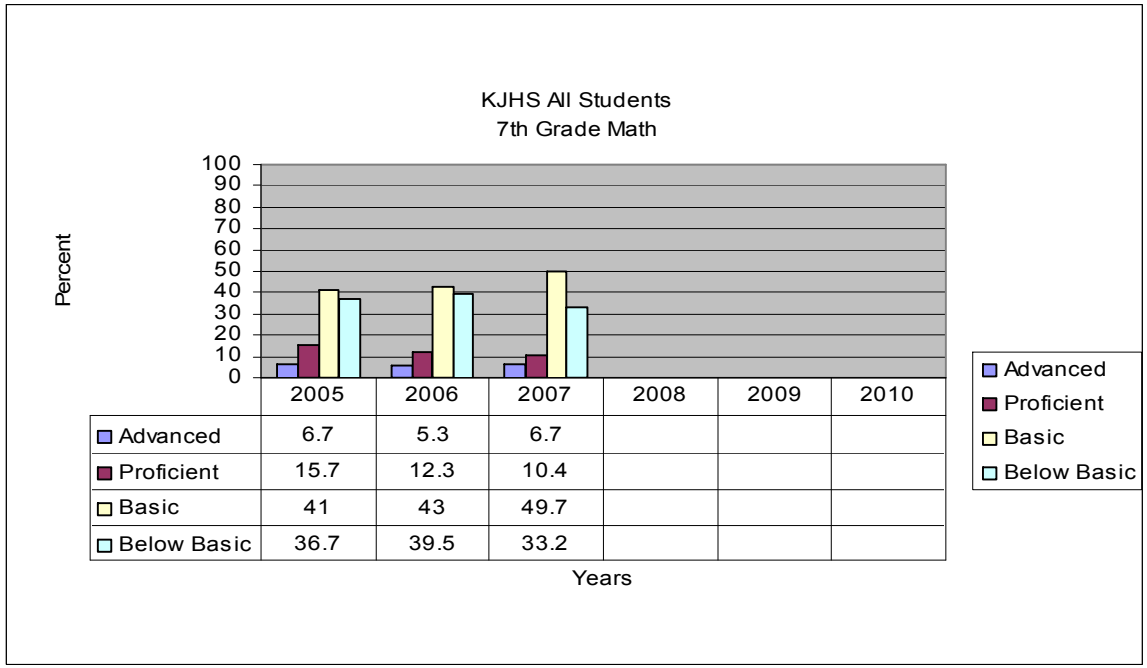
- The percentage of students scoring below basic increased from 2005 to 2006 and decreased in 2007.
- The percentage of students scoring basic decreased from 2005 to 2006 and increased in 2007.
- The percentage of students scoring proficient/advanced increased annually from 2005 to 2007.



	2005	2006	2007	2008	2009	2010
Advanced	0	1.5	1.7			
Proficient	10	13.4	17.2			
Basic	51.4	44.3	51.1			
Below Basic	38.6	40.8	29.9			

Analysis of the 7th Grade PACT Math data for all students over the past three years indicates the following:

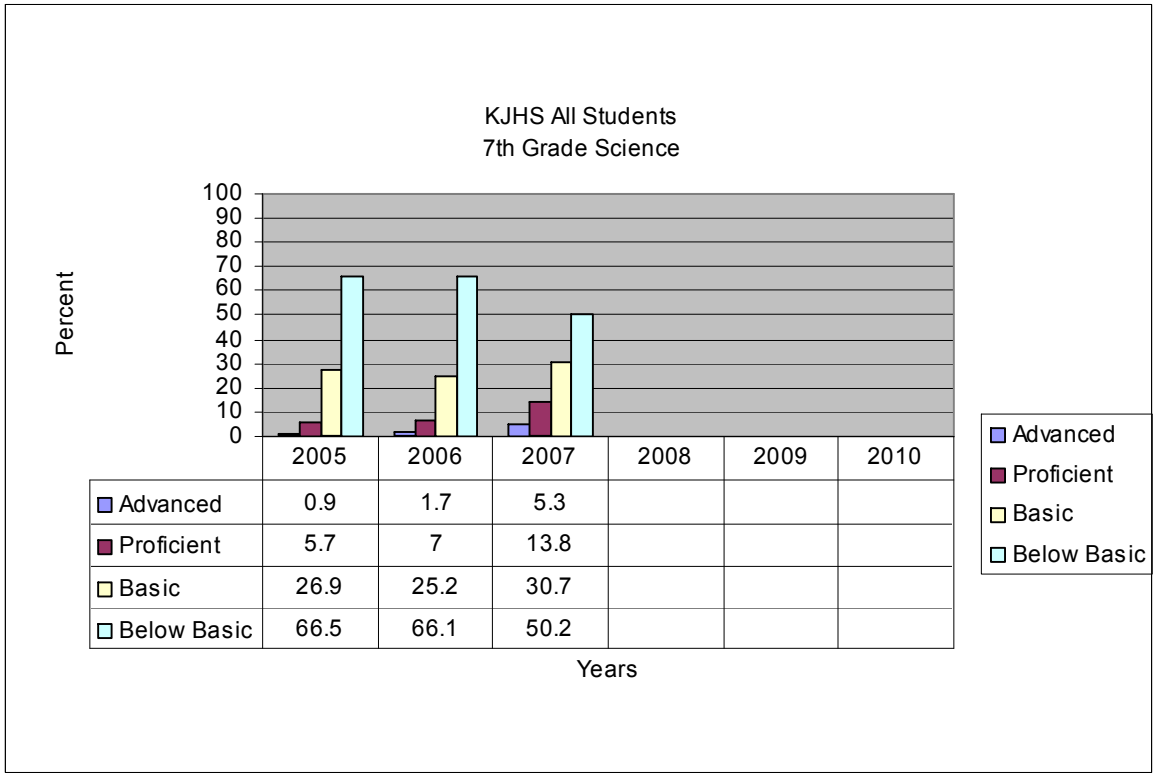
- The percentage of students scoring below basic increased from 2005 to 2006 and decreased in 2007.
- The percentage of students scoring basic increased annually from 2005 to 2007.
- The percentage of students scoring proficient/advanced decreased annually from 2005 to 2007.



	2005	2006	2007	2008	2009	2010
Advanced	6.7	5.3	6.7			
Proficient	15.7	12.3	10.4			
Basic	41	43	49.7			
Below Basic	36.7	39.5	33.2			

Analysis of the 7th Grade PACT Science data for all students over the past three years indicates the following:

- The percentage of students scoring below basic decreased from 2005 to 2007.
- The percentage of students scoring basic decreased from 2005 to 2006 and increased in 2007.
- The percentage of students scoring proficient/advanced increased annually from 2005 to 2007.



	2005	2006	2007	2008	2009	2010
Advanced	0.9	1.7	5.3			
Proficient	5.7	7	13.8			
Basic	26.9	25.2	30.7			
Below Basic	66.5	66.1	50.2			

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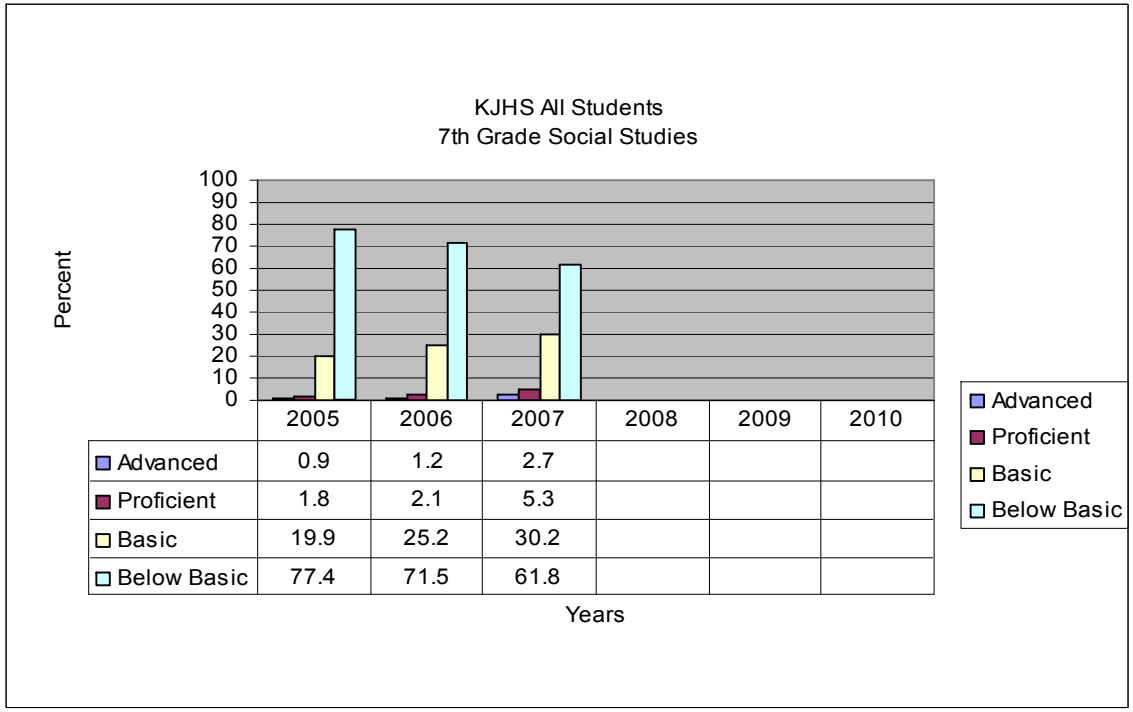
Analysis of the 7th Grade PACT Social Studies data for all students over the past three years indicates the following:

- The percentage of students scoring below basic decreased annually from 2005 to 2007.
- The percentage of students scoring basic increased annually from 2005 to 2007.
- The percentage of students scoring proficient/advanced increased annually from 2005 to 2007.

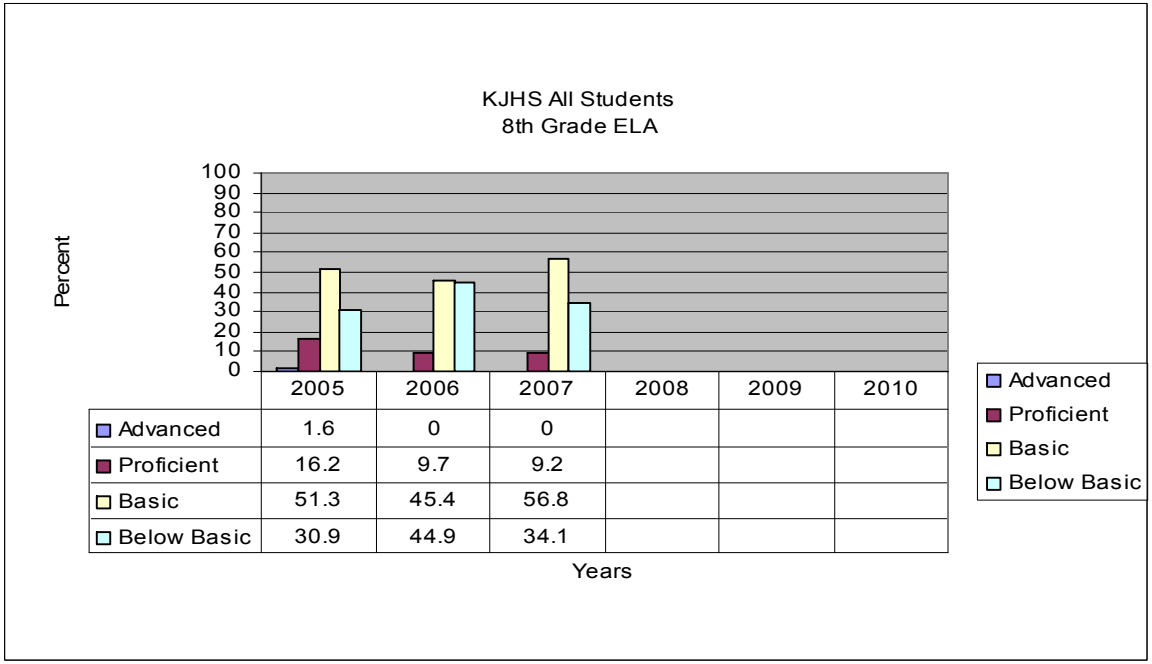


	2005	2006	2007	2008	2009	2010
Advanced	0.9	1.2	2.7			
Proficient	1.8	2.1	5.3			
Basic	19.9	25.2	30.2			
Below Basic	77.4	71.5	61.8			

ANALYSIS OF PACT
ALL 8th GRADE STUDENTS

Analysis of the 8th Grade PACT ELA data for all students over the past three years indicates the following:

- The percentage of students scoring below basic increased from 2005 to 2006 and decreased in 2007.
- The percentage of students scoring basic decreased from 2005 to 2006 and increased in 2007.
- The percentage of students scoring proficient/advanced decreased annually from 2005 to 2007.



	2005	2006	2007	2008	2009	2010
Advanced	1.6	0	0			
Proficient	16.2	9.7	9.2			
Basic	51.3	45.4	56.8			
Below Basic	30.9	44.9	34.1			

Analysis of the 8th Grade PACT Math data for all students over the past three years indicates the following:

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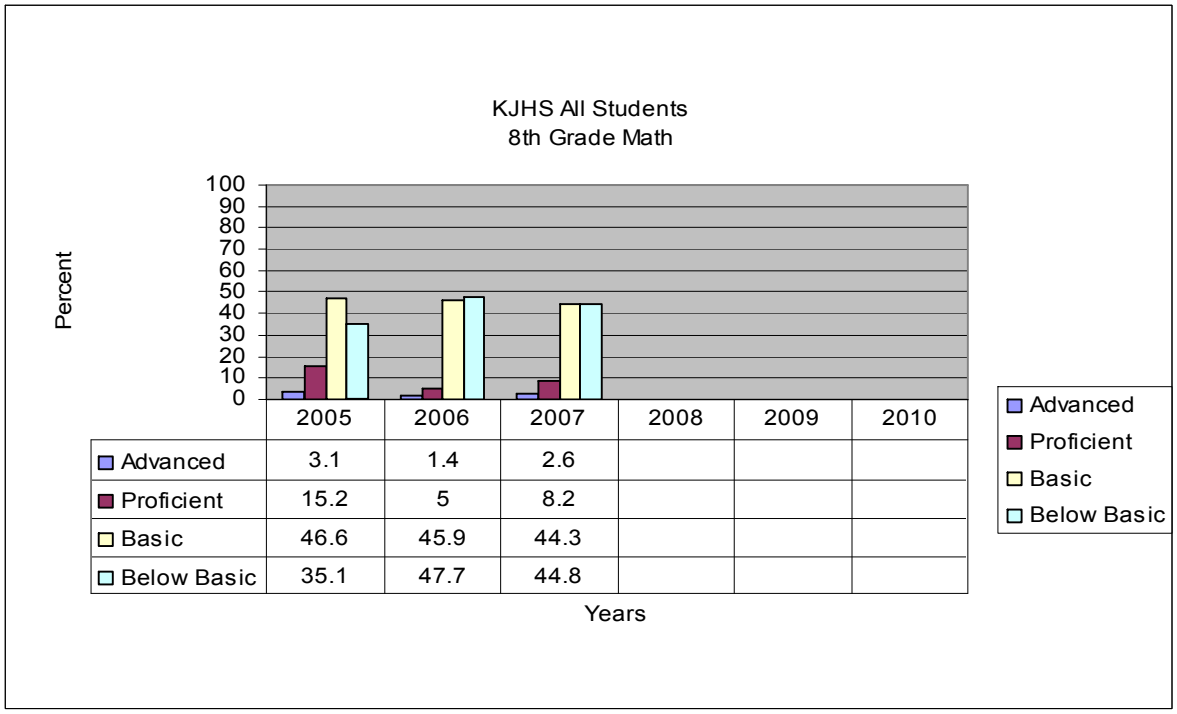
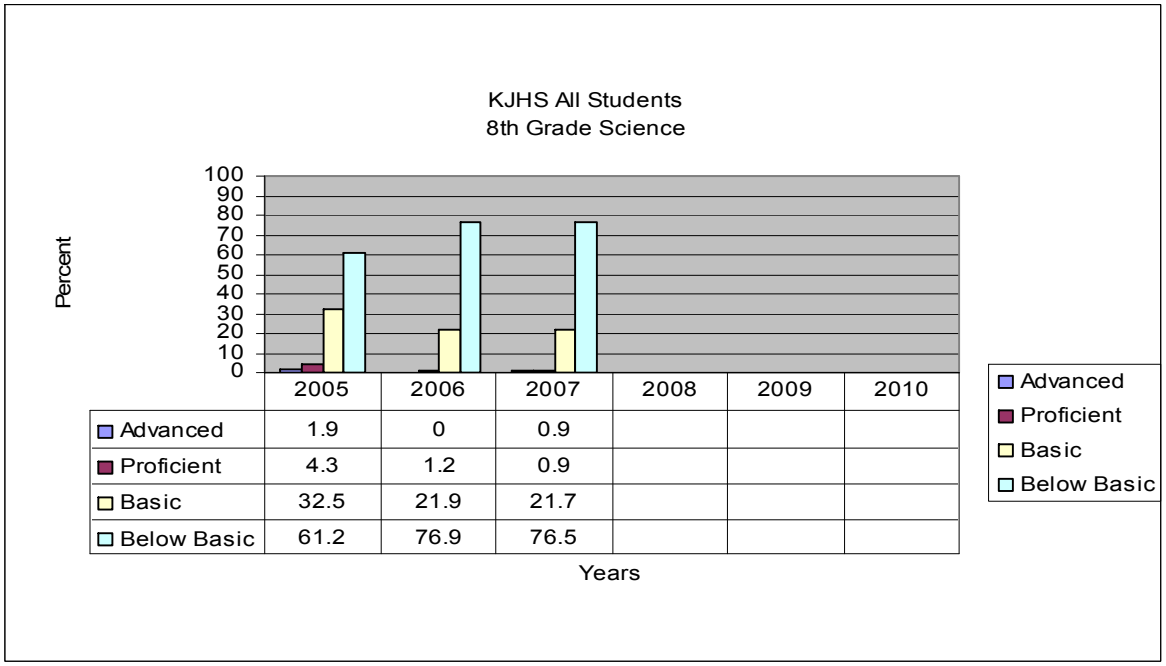
- The percentage of students scoring basic decreased annually from 2005 to 2007.
- The percentage of students scoring proficient/advanced decreased from 2005 to 2006 and increased in 2007.



Analysis of the 8th Grade PACT Science data for all students over the past three years indicates the following:

- The percentage of students scoring below basic increased from 2005 to 2006 and remained constant in 2007.
- The percentage of students scoring basic decreased from 2005 to 2007.
- The percentage of students scoring proficient/advanced decreased from 2005 to 2006 and increased in 2007.



	2005	2006	2007	2008	2009	2010
Advanced	1.9	0	0.9			
Proficient	4.3	1.2	0.9			
Basic	32.5	21.9	21.7			
Below Basic	61.2	76.9	76.5			

Analysis of the 8th Grade PACT Social Studies data for all students over the past three years indicates the following:

- The percentage of students scoring below basic increased from 2005 to 2007.
- The percentage of students scoring basic decreased from 2005 to 2006 and increased in 2007.
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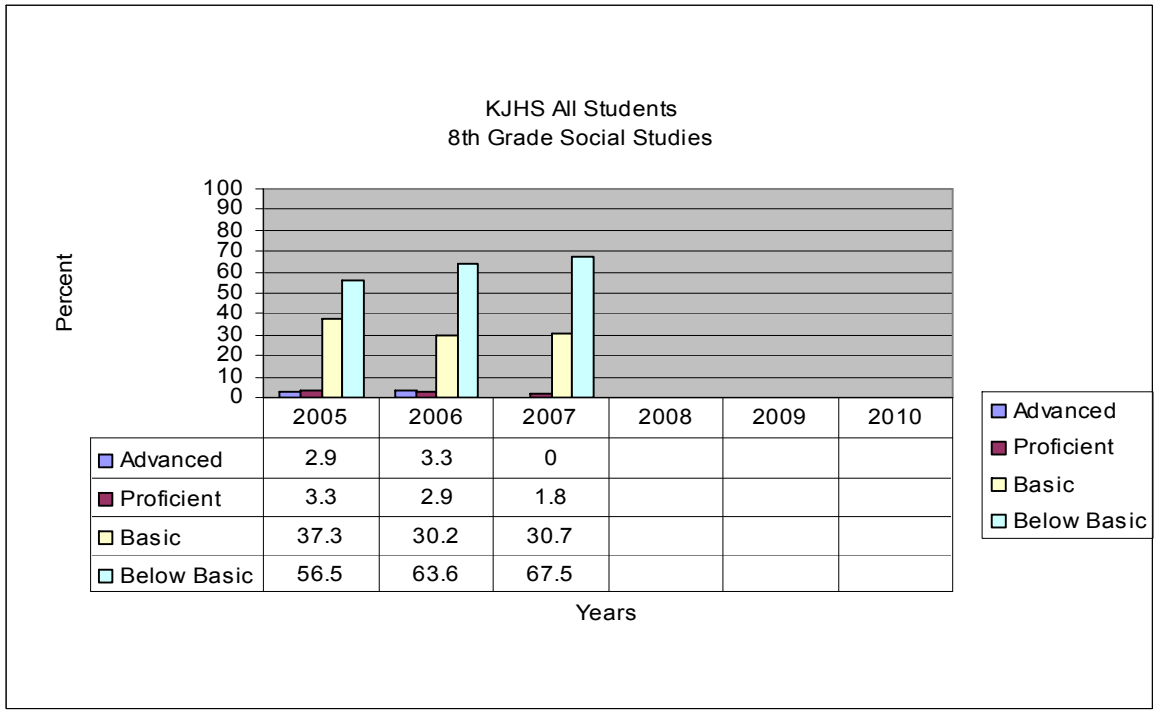


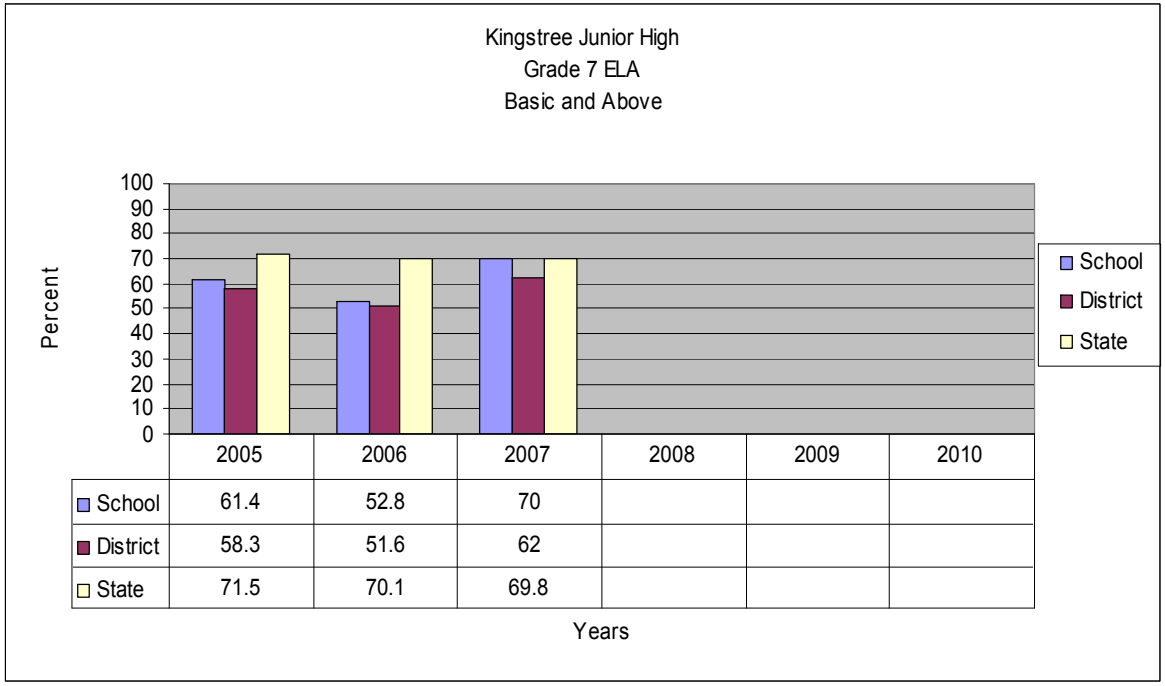
	2005	2006	2007	2008	2009	2010
Advanced	2.9	3.3	0			
Proficient	3.3	2.9	1.8			
Basic	37.3	30.2	30.7			
Below Basic	56.5	63.6	67.5			

PACT Grades 7-8

Percent of students meeting standard of PACT ELA, Math, Science and Social Studies by state, district and school

GRADE 7 ELA

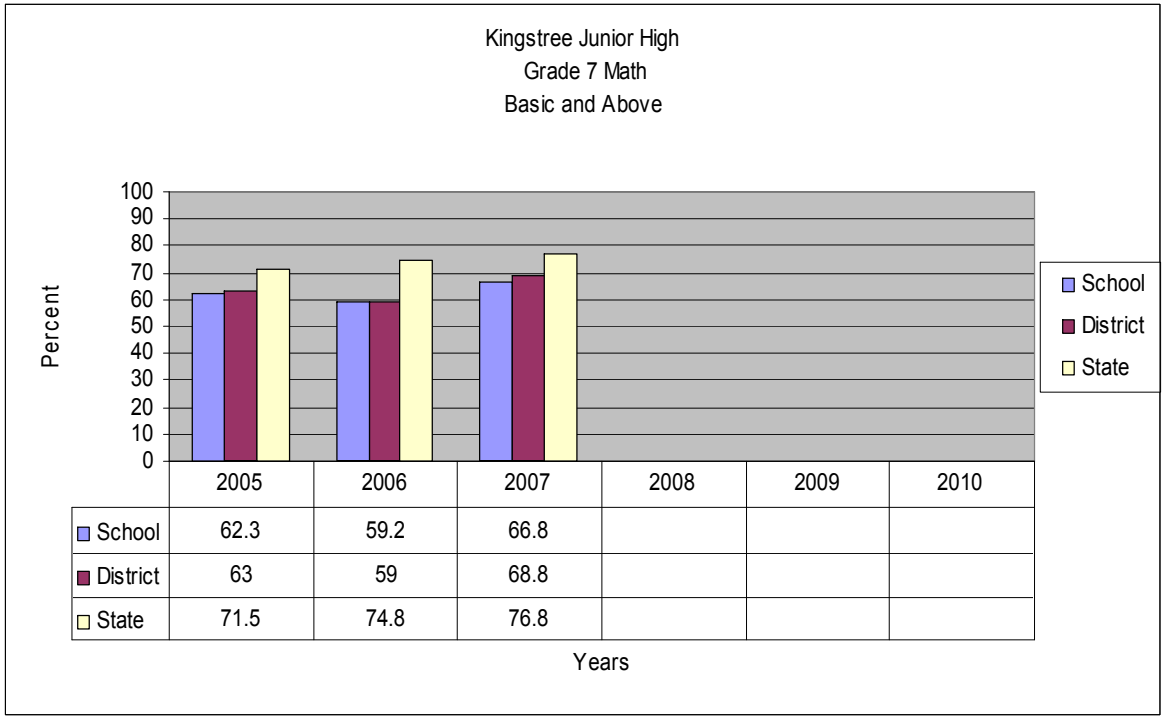
Comparison of state, district and school PACT Math results from 2005-2007 indicates that Grade 7 students at Kingstree Junior High scored below the state's average in the years 2005 and 2006. In 2005 and 2006, the school's scores were aligned with the district's scores. In 2007, the school scored above the district's average and was aligned with the state's average.



	2005	2006	2007	2008	2009	2010
School	61.4	52.8	70			
District	58.3	51.6	62			
State	71.5	70.1	69.8			

Grade 7 Math

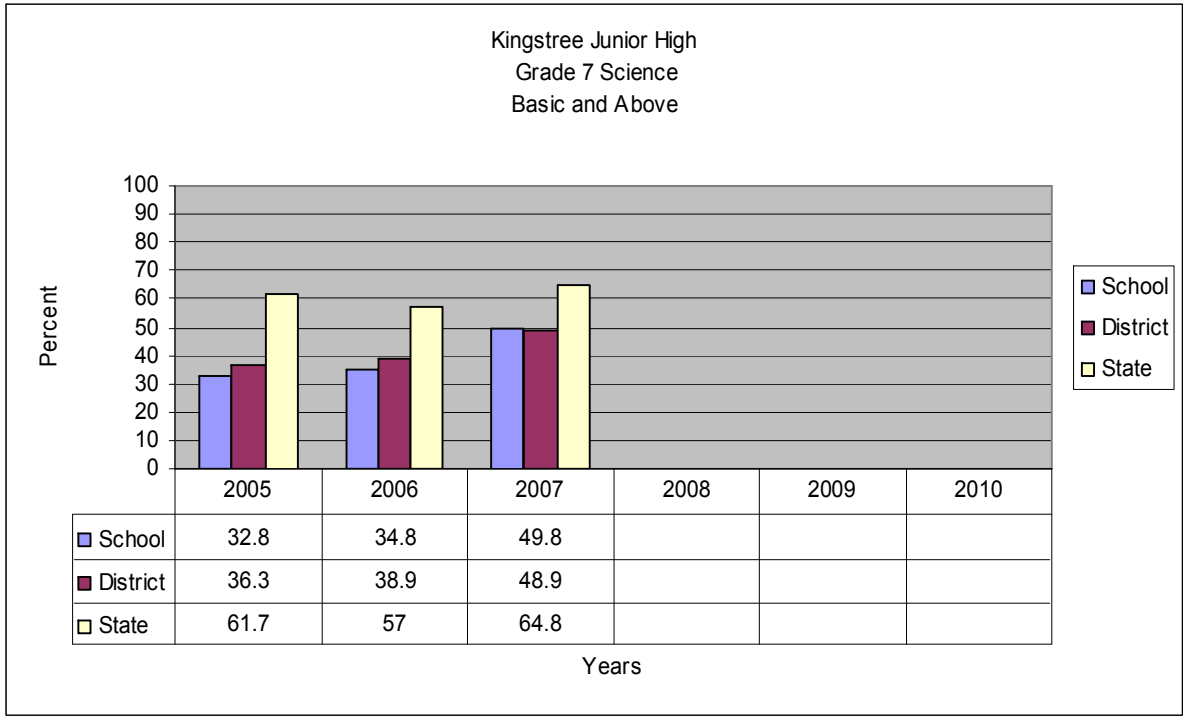
Comparison of state, district and school PACT Math results from 2005-2007 indicates that Grade 7 students at Kingstree Junior High scored below the state's average each year. From 2005 - 2007, the school's scores were aligned with the district's scores.



	2005	2006	2007	2008	2009	2010
School	62.3	59.2	66.8			
District	63	59	68.8			
State	71.5	74.8	76.8			

Grade 7 Science

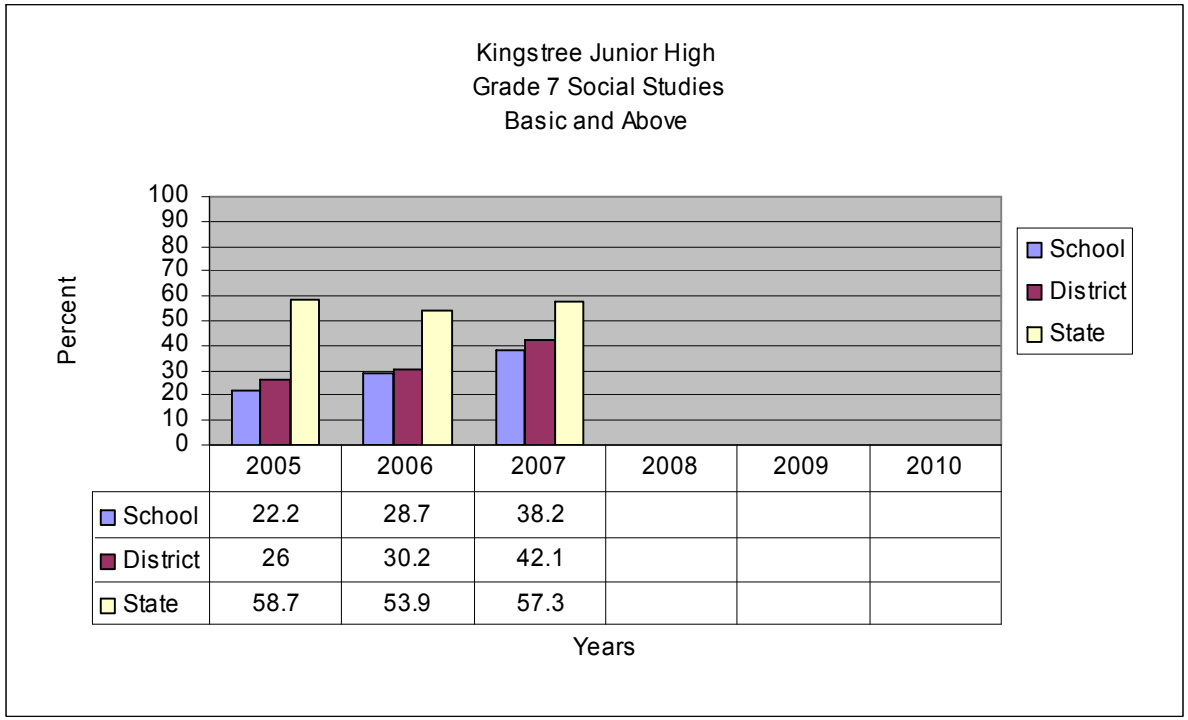
Comparison of state, district and school PACT Science results from 2005-2007 indicate that Grade 7 students at Kingstree Junior High scored below the state's average from 2005-2007. KJHS students in grade 7 scores aligned with the district's average annually from 2005 to 2007.



	2005	2006	2007	2008	2009	2010
School	32.8	34.8	49.8			
District	36.3	38.9	48.9			
State	61.7	57	64.8			

Grade 7 Social Studies

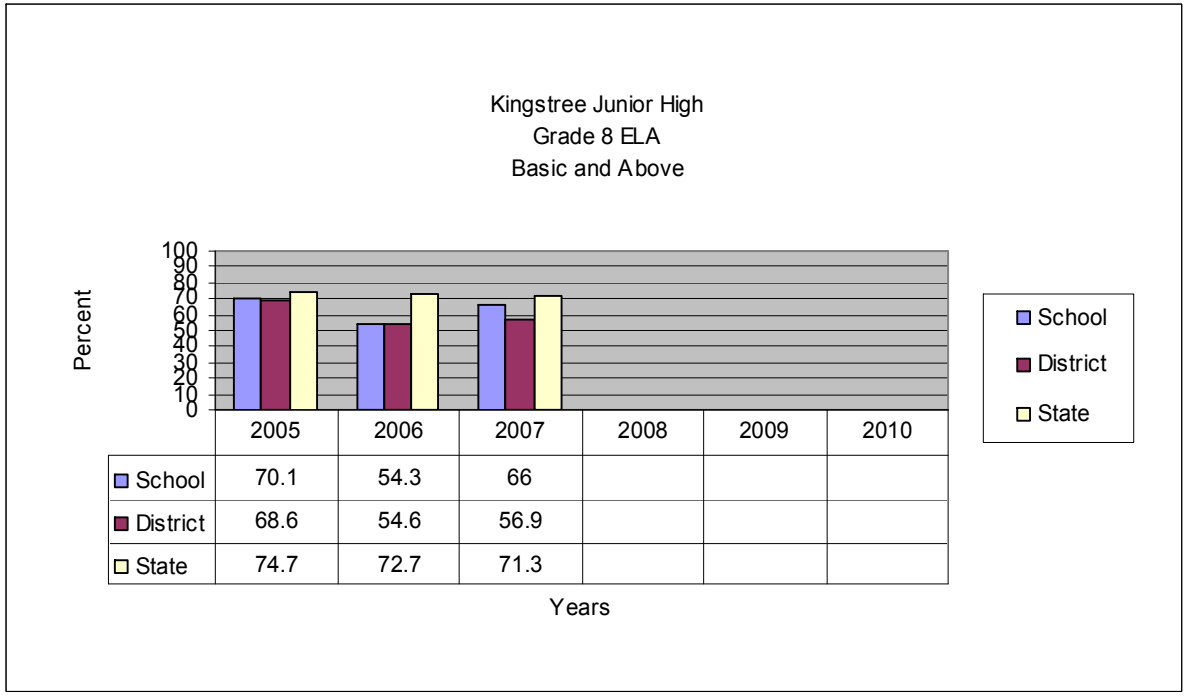
Comparison of state, district and school PACT Social Studies results from 2005-2007 indicate that Grade 7 students at Kingstree Junior High scores aligned with the district average annually and were below the state's average from 2005-2007.



	2005	2006	2007	2008	2009	2010
School	22.2	28.7	38.2			
District	26	30.2	42.1			
State	58.7	53.9	57.3			

GRADE 8 ELA

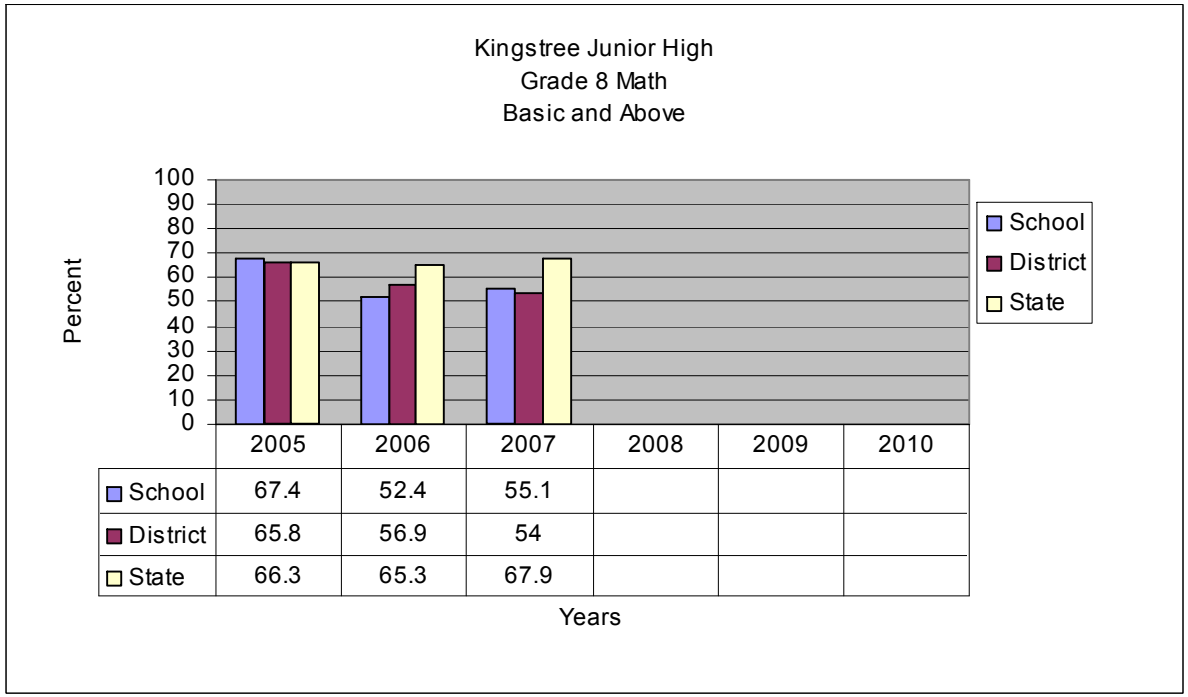
Comparison of state, district and school PACT ELA results from 2005-2007 indicate that Grade 8 students at Kingstree Junior High scored below the state's average in 2005-2007. KJHS students' scores aligned with the district's average in 2005 and 2006, yet was above the district's average in 2007.



	2005	2006	2007	2008	2009	2010
School	70.1	54.3	66			
District	68.6	54.6	56.9			
State	74.7	72.7	71.3			

GRADE 8 Math

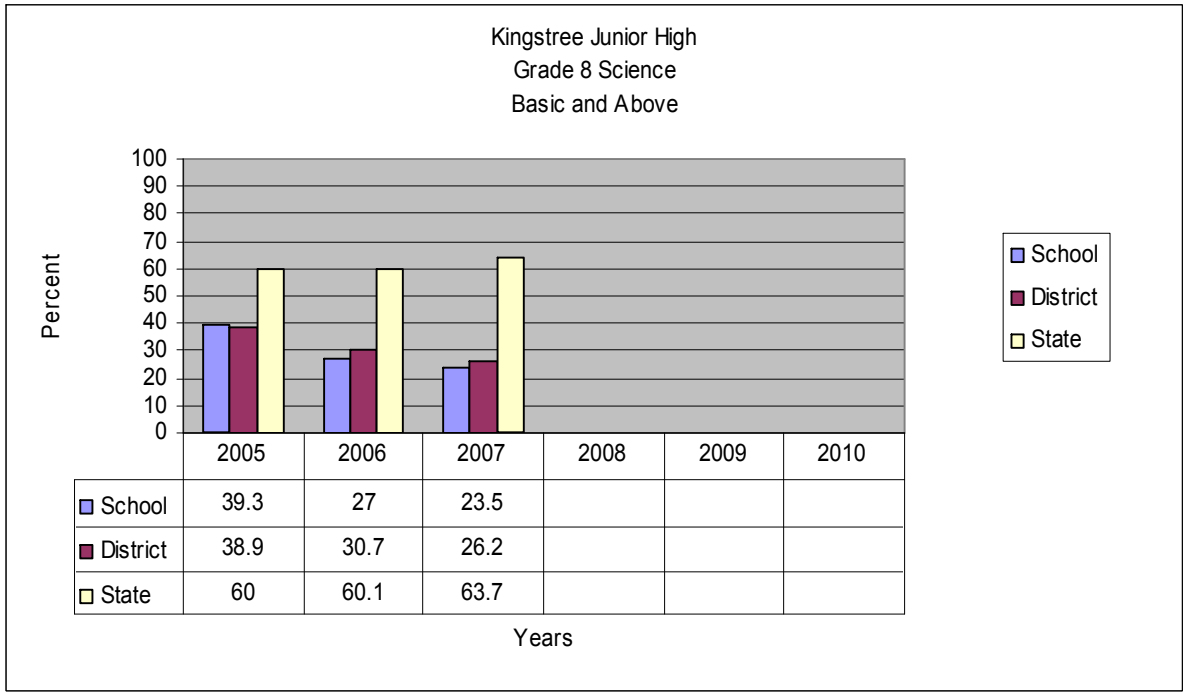
Comparison of state, district and school PACT Math results from 2005-2007 indicate that Grade 8 students at Kingstree Junior High scored above the state's average in 2005, but below the state's average in 2006 and 2007. KJHS students' scores were aligned with the district's average in 2005 to 2007.



	2005	2006	2007	2008	2009	2010
School	67.4	52.4	55.1			
District	65.8	56.9	54			
State	66.3	65.3	67.9			

GRADE 8 Science

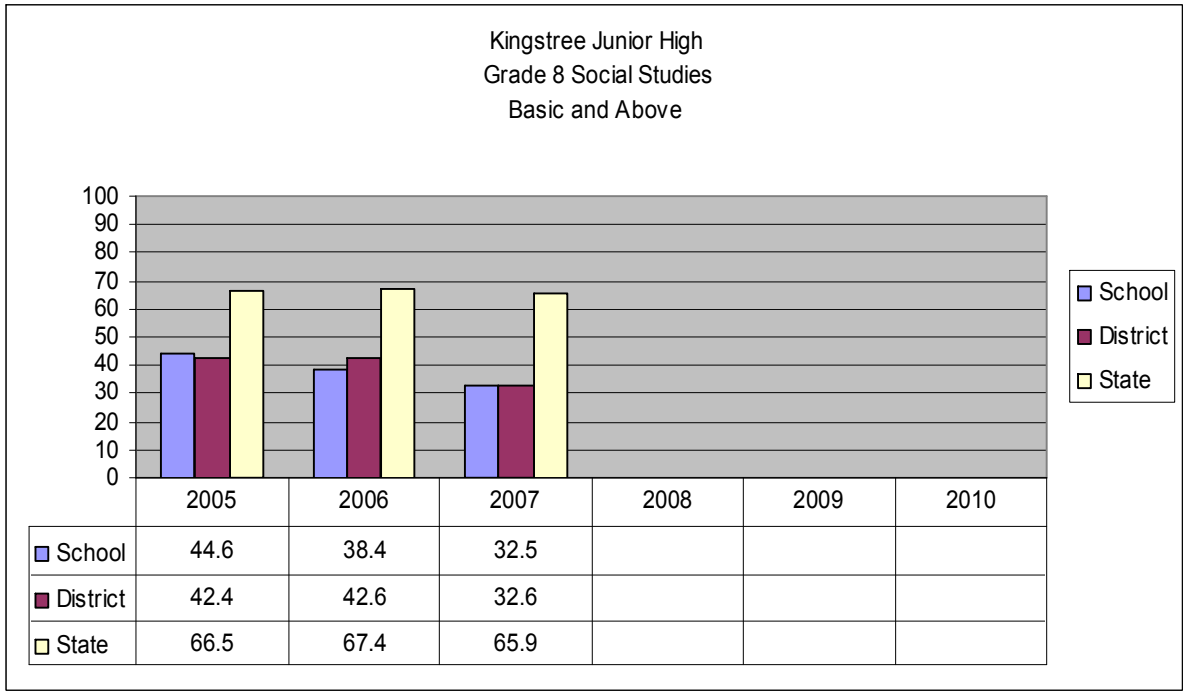
Comparison of state, district and school PACT Science results from 2005-2007 indicate that Grade 8 students at Kingstree Junior High scored below the state's average in 2005-2007. KJHS students scored above the district's average in 2005, yet slightly below the district's average in 2006 and 2007.



	2005	2006	2007	2008	2009	2010
School	39.3	27	23.5			
District	38.9	30.7	26.2			
State	60	60.1	63.7			

GRADE 8 Social Studies

Comparison of state, district and school PACT Social Studies results from 2005-2007 indicate that Grade 8 students at Kingstree Junior High scored below the state's average in 2005-2007. KJHS students scored above the district's average in 2005, yet slightly below the district's average in 2006 and 2007.

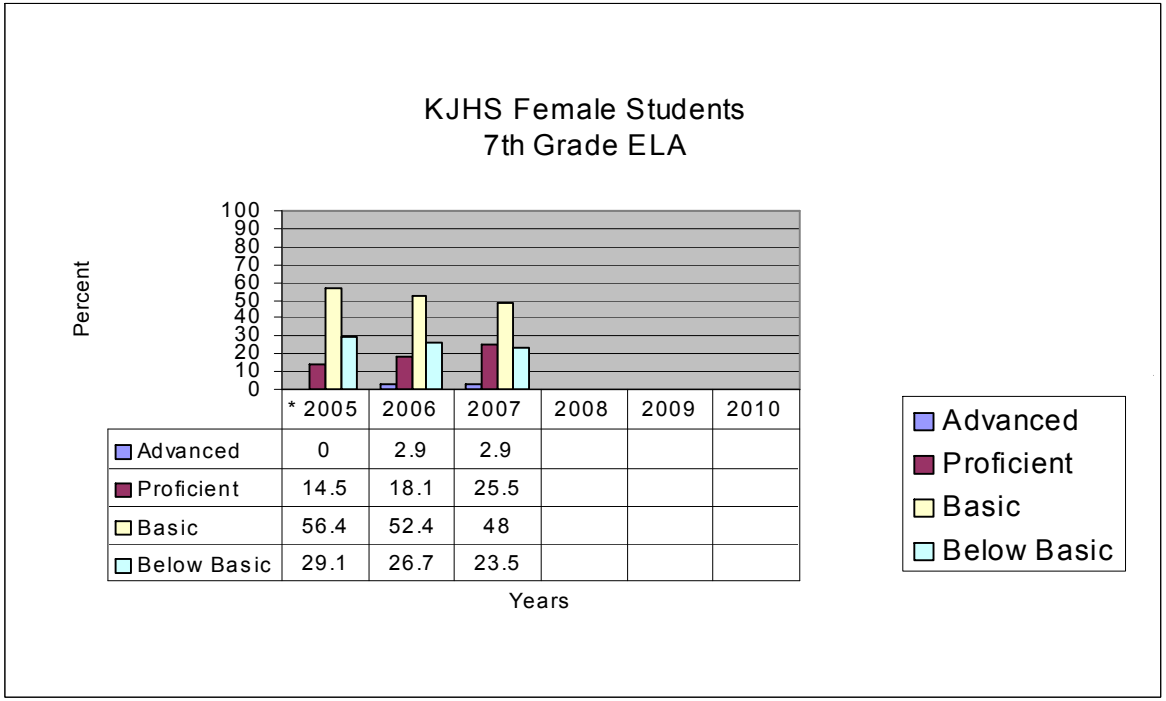


	2005	2006	2007	2008	2009	2010
School	44.6	38.4	32.5			
District	42.4	42.6	32.6			
State	66.5	67.4	65.9			

ANALYSIS OF PACT ELA BY GENDER

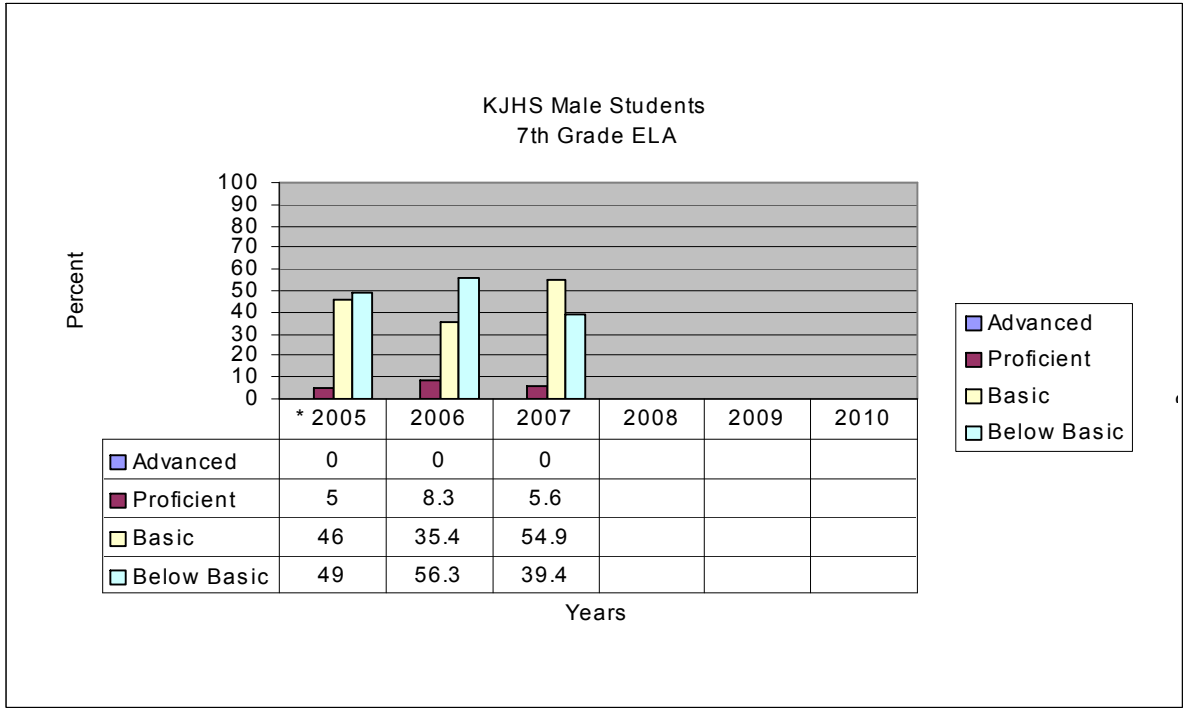
Analysis of the 7th grade PACT ELA data by gender over the past three years indicates the following:

- The percentage of female students scoring below basic decreased annually from 2005 to 2007.
- The percentage of female students scoring basic decreased annually from 2005 to 2007.
- The percentage of female students scoring proficient /advanced increased annually from 2005 to 2007.



	* 2005	2006	2007	2008	2009	2010
Advanced	0	2.9	2.9			
Proficient	14.5	18.1	25.5			
Basic	56.4	52.4	48			
Below Basic	29.1	26.7	23.5			

- The percentage of male students scoring below basic increased from 2005 to 2006, but showed a drastic decrease in 2007.
- The percentage of male students scoring basic decreased from 2005 to 2006, but showed a drastic increase in 2007.
- The percentage of male students scoring proficient/advanced increased from 2005 to 2006 and decreased in 2007.

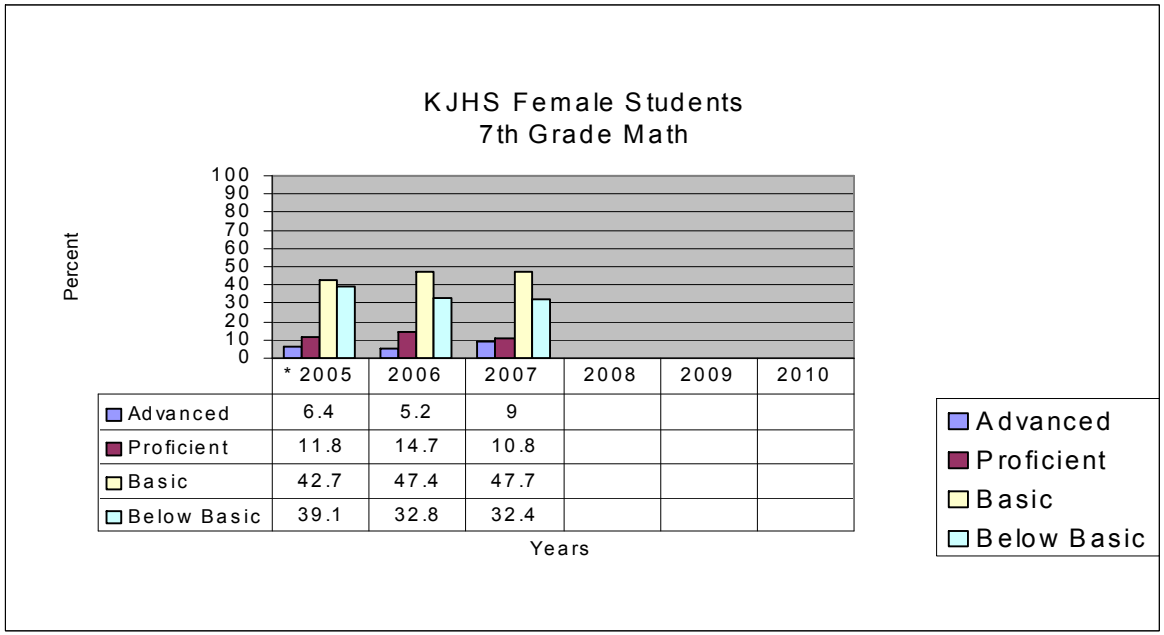


	* 2005	2006	2007	2008	2009	2010
Advanced	0	0	0			
Proficient	5	8.3	5.6			
Basic	46	35.4	54.9			
Below Basic	49	56.3	39.4			

ANALYSIS OF PACT MATH BY GENDER

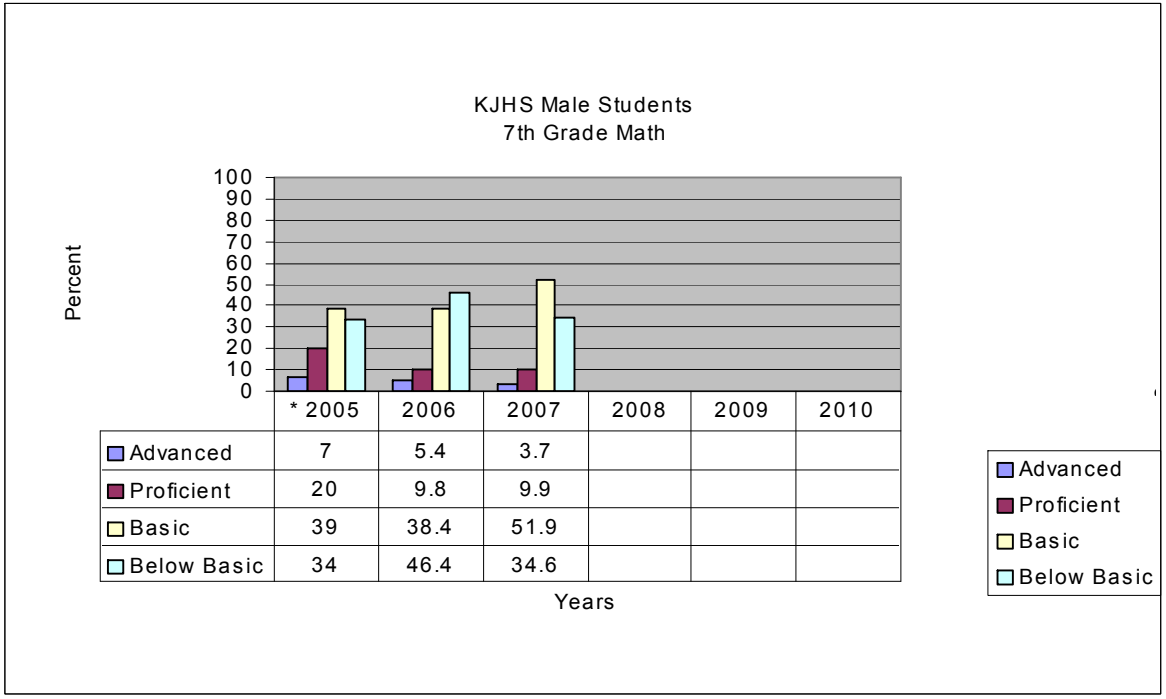
Analysis of the 7th grade PACT math data by gender over the past three years indicates the following:

- The percentage of female students scoring below basic decreased annually from 2005 to 2007.
- The percentage of female students scoring basic increased annually from 2005 to 2007.
- The percentage of female students scoring proficient /advanced increased from 2005 to 2006 and decreased slightly in 2007.



	* 2005	2006	2007	2008	2009	2010
Advanced	6.4	5.2	9			
Proficient	11.8	14.7	10.8			
Basic	42.7	47.4	47.7			
Below Basic	39.1	32.8	32.4			

- The percentage of male students scoring below basic increased from 2005 to 2006, and decreased in 2007.
- The percentage of male students scoring basic decreased annually from 2005 to 2006 but showed a drastic increase in 2007.
- The percentage of male students scoring proficient/advanced decreased annually from 2005 to 2007.

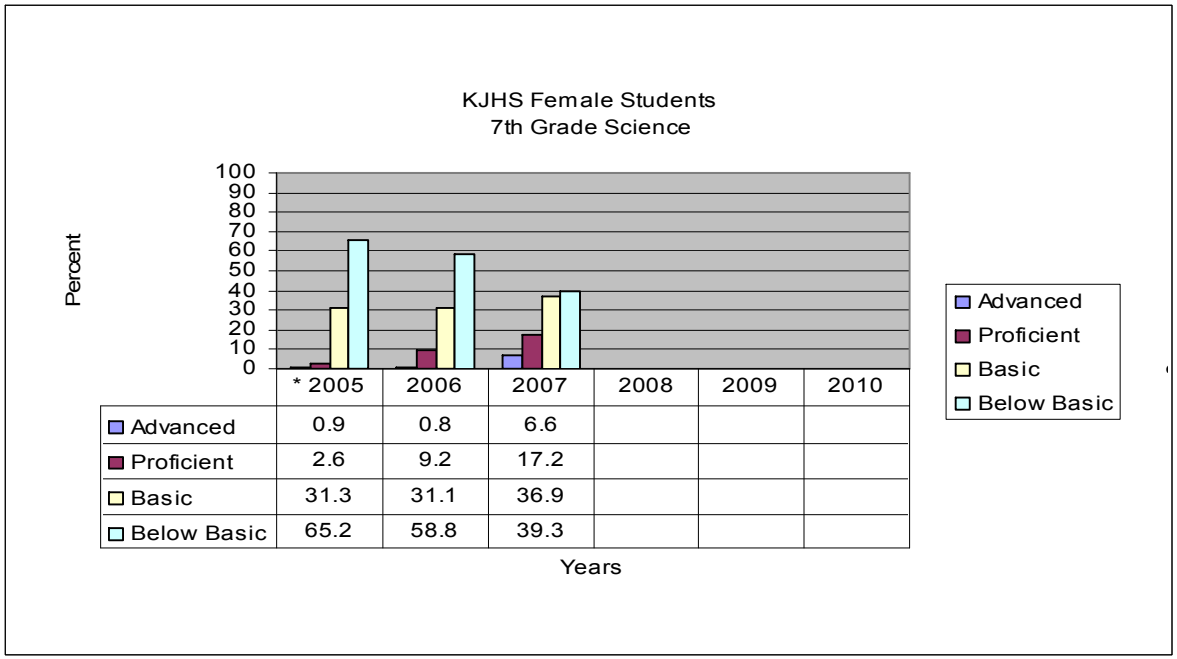


	* 2005	2006	2007	2008	2009	2010
Advanced	7	5.4	3.7			
Proficient	20	9.8	9.9			
Basic	39	38.4	51.9			
Below Basic	34	46.4	34.6			

ANALYSIS OF PACT SCIENCE BY GENDER

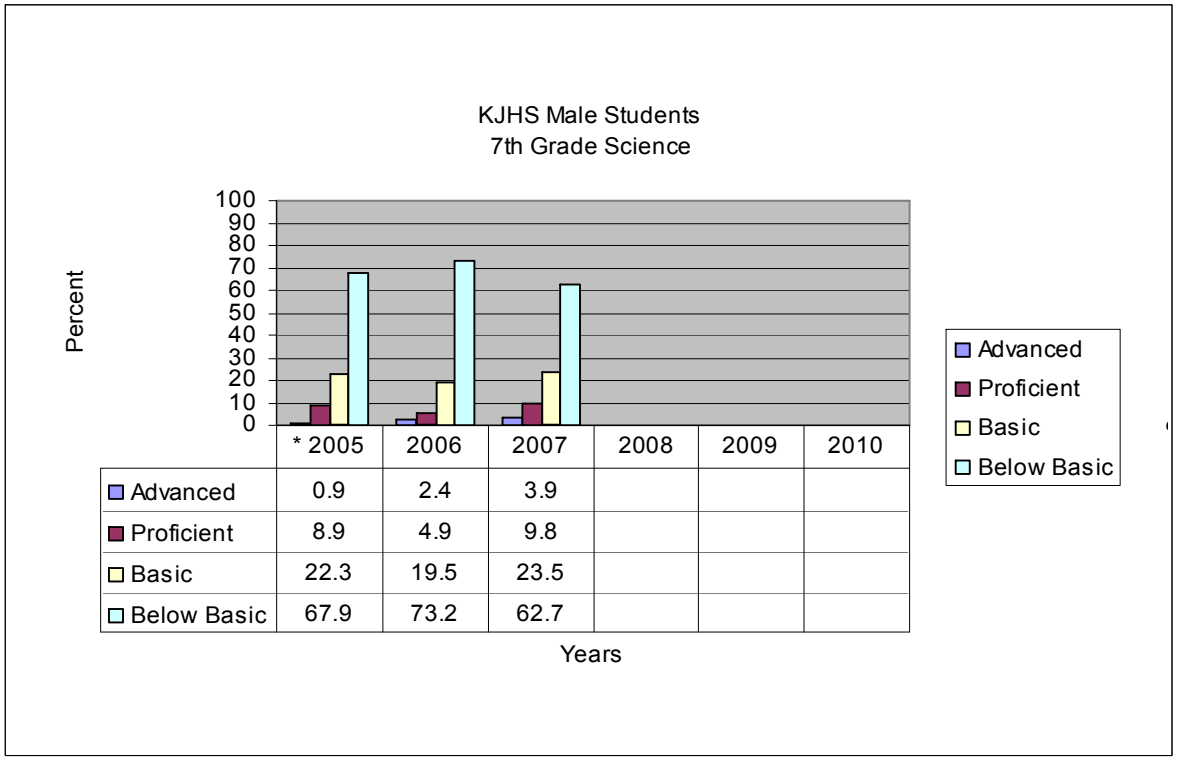
Analysis of the 7th grade PACT science data by gender over the past three years indicates the following:

- The percentage of female students scoring below basic decreased annually from 2005 to 2007.
- The percentage of female students scoring basic decreased from 2005 to 2006, but increased from 2006 to 2007.
- The percentage of female students scoring proficient /advanced increased annually from 2005 to 2007.



	* 2005	2006	2007	2008	2009	2010
Advanced	0.9	0.8	6.6			
Proficient	2.6	9.2	17.2			
Basic	31.3	31.1	36.9			
Below Basic	65.2	58.8	39.3			

- The percentage of male students scoring below basic increased from 2005 to 2006, but decreased in 2007.
- The percentage of male students scoring basic decreased from 2005 to 2006, but increased in 2007.
- The percentage of male students scoring proficient/advanced decreased from 2005 to 2006, but increased in 2007.



	* 2005	2006	2007	2008	2009	2010
Advanced	0.9	2.4	3.9			
Proficient	8.9	4.9	9.8			
Basic	22.3	19.5	23.5			
Below Basic	67.9	73.2	62.7			

ANALYSIS OF PACT SOCIAL STUDIES BY GENDER

Analysis of the 7th grade PACT social studies data by gender over the past three years indicates the following:

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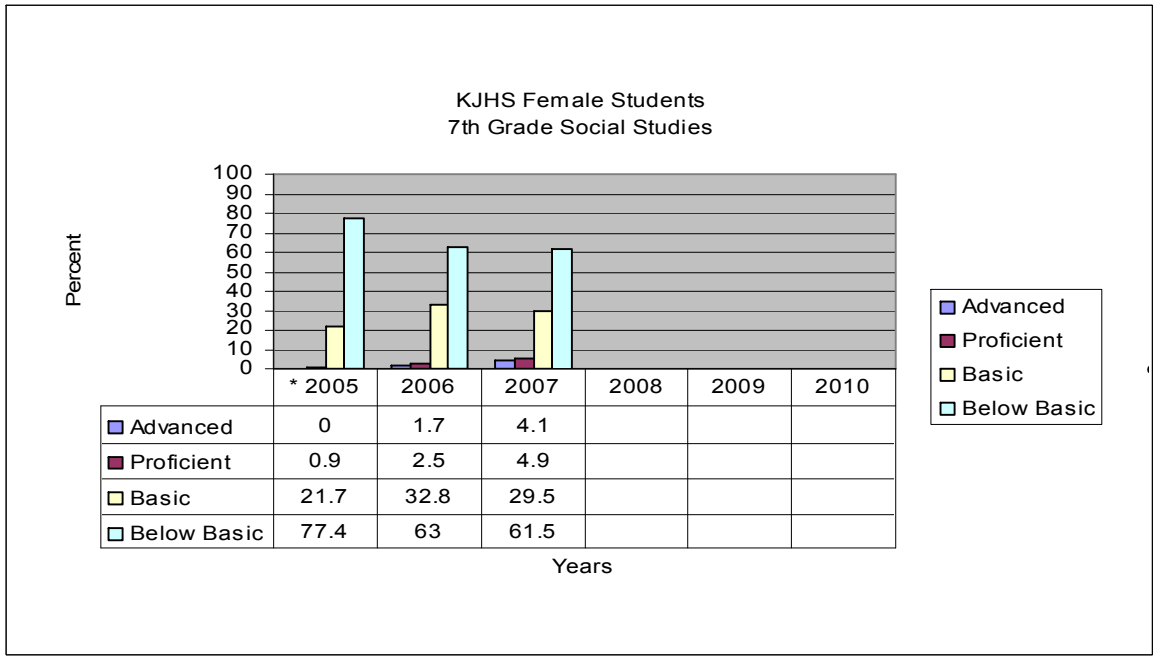
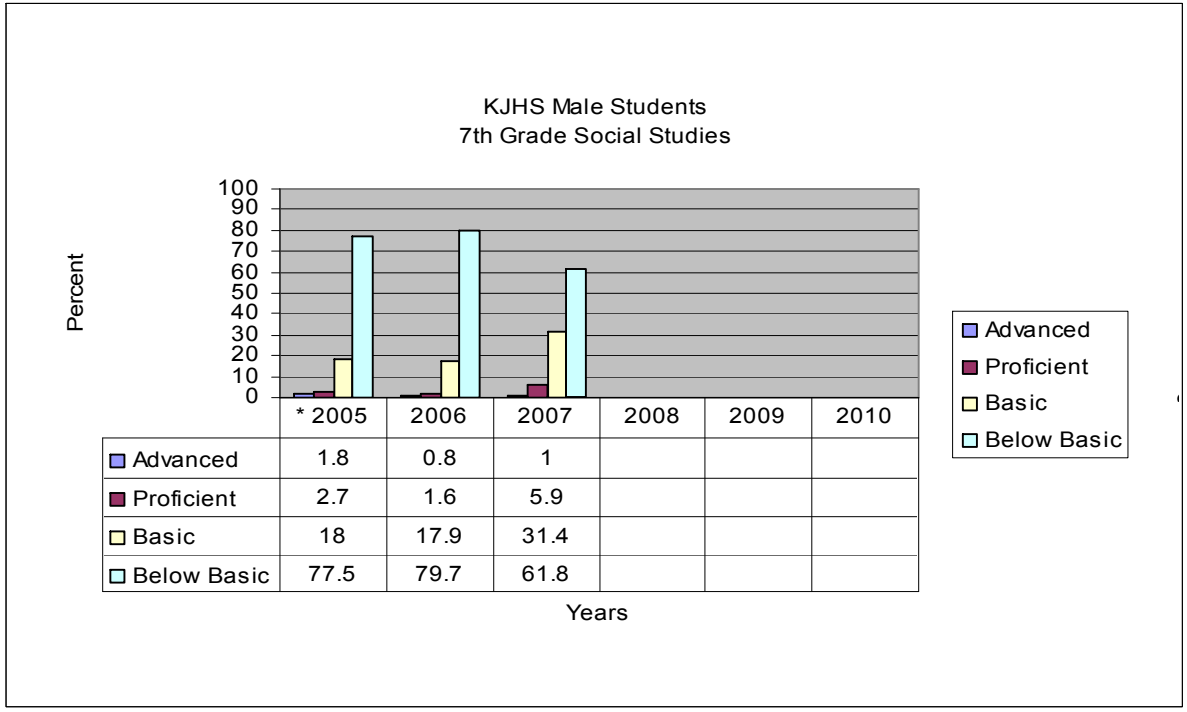
- The percentage of female students scoring basic increased from 2005 to 2006, but decreased from 2006 to 2007.
- The percentage of female students scoring proficient /advanced increased annually from 2005 to 2007.



	* 2005	2006	2007	2008	2009	2010
Advanced	0	1.7	4.1			
Proficient	0.9	2.5	4.9			
Basic	21.7	32.8	29.5			
Below Basic	77.4	63	61.5			

- The percentage of male students scoring below basic increased from 2005 to 2006, but showed a drastic decrease in 2007.
- The percentage of male students scoring basic decreased slightly 2005 to 2006, but showed a drastic increase in 2007.
- The percentage of male students scoring proficient/advanced decreased from 2005 to 2006, but increased in 2007.



	* 2005	2006	2007	2008	2009	2010
Advanced	1.8	0.8	1			
Proficient	2.7	1.6	5.9			
Basic	18	17.9	31.4			
Below Basic	77.5	79.7	61.8			

ANALYSIS OF PACT ELA BY GENDER

Analysis of the 8th grade PACT ELA data by gender over the past three years indicates the following:

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- The percentage of female students scoring basic increased from 2005 to 2007.
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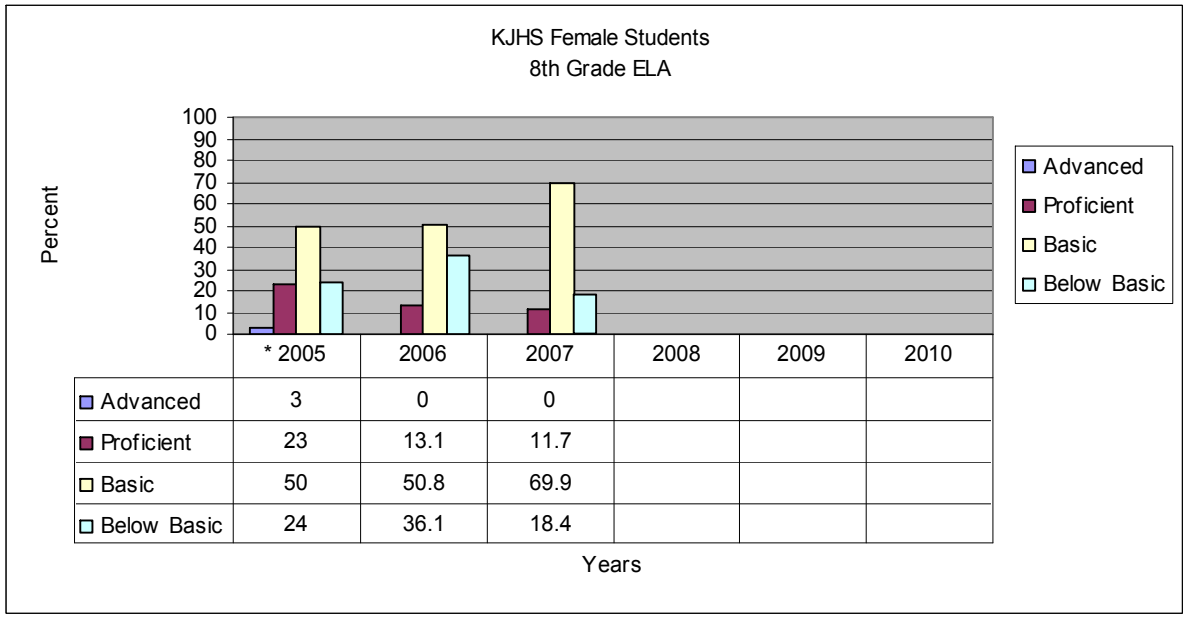
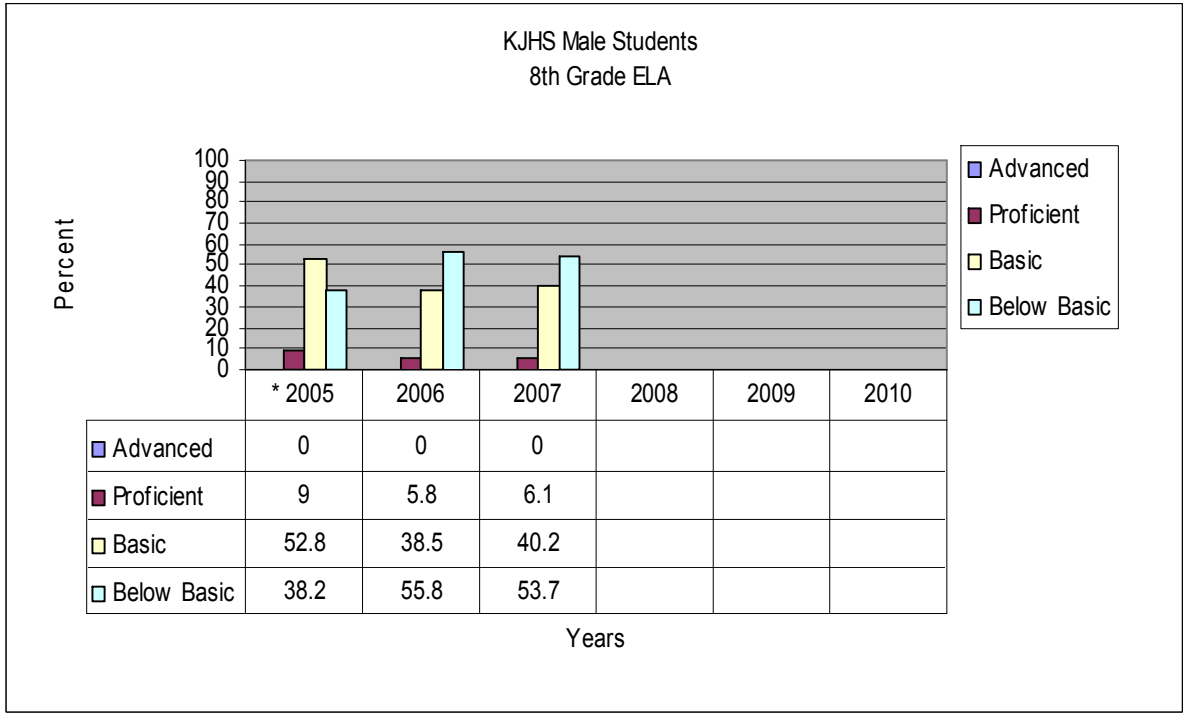


	* 2005	2006	2007	2008	2009	2010
Advanced	3	0	0			
Proficient	23	13.1	11.7			
Basic	50	50.8	69.9			
Below Basic	24	36.1	18.4			

- The percentage of male students scoring below basic increased from 2005 to 2006, but decreased in 2007.
- The percentage of male students scoring basic decreased from 2005 to 2006, but increase in 2007.
- The percentage of male students scoring proficient/advanced decreased annually from 2005 to 2006, but increased slightly in 2007.

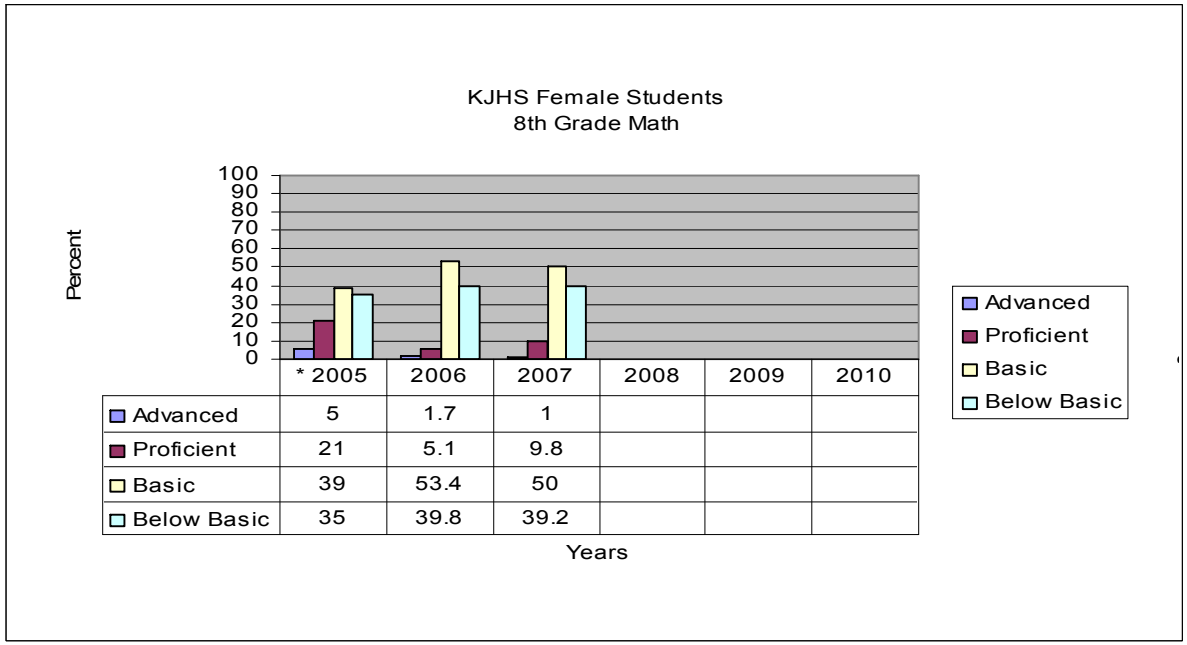


	* 2005	2006	2007	2008	2009	2010
Advanced	0	0	0			
Proficient	9	5.8	6.1			
Basic	52.8	38.5	40.2			
Below Basic	38.2	55.8	53.7			

ANALYSIS OF PACT MATH BY GENDER

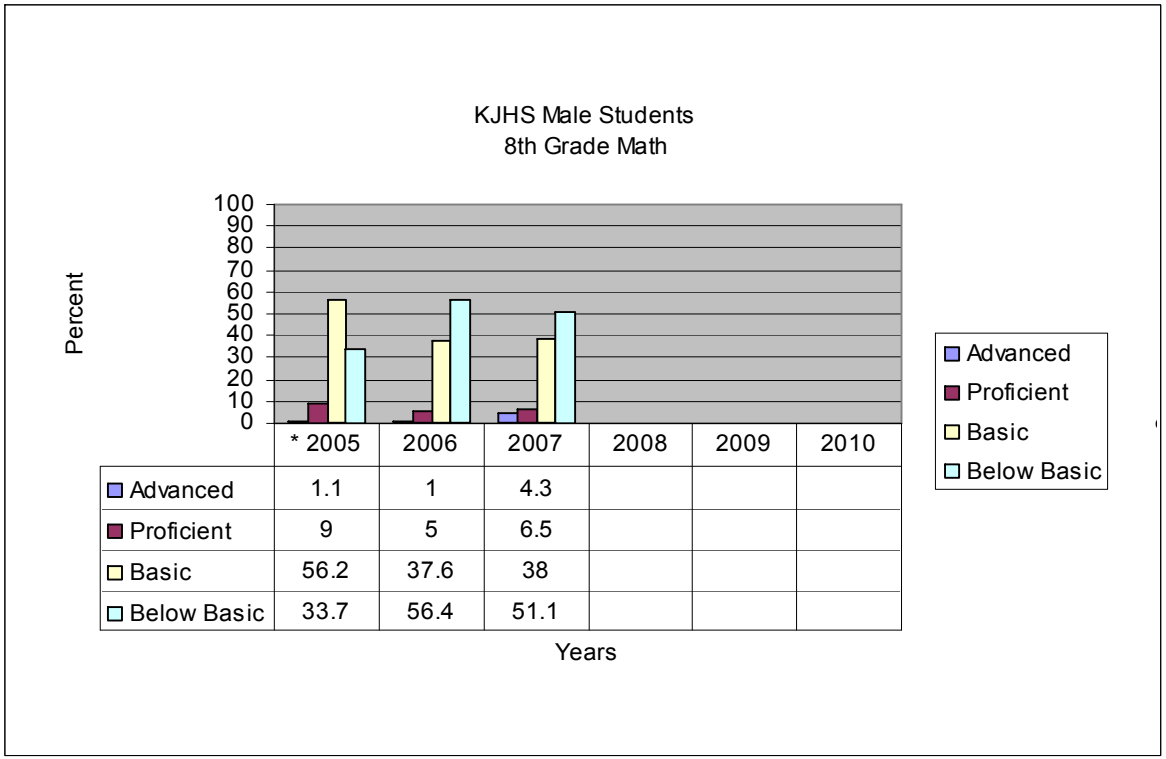
Analysis of the 8th grade PACT math data by gender over the past three years indicates the following:

- The percentage of female students scoring below basic increased from 2005 to 2006, but decreased slightly in 2007.
- The percentage of female students scoring basic increased from 2005 to 2006 and decreased in 2007.
- The percentage of female students scoring proficient /advanced decreased from 2005 to 2006 and increased in 2007.



	* 2005	2006	2007	2008	2009	2010
Advanced	5	1.7	1			
Proficient	21	5.1	9.8			
Basic	39	53.4	50			
Below Basic	35	39.8	39.2			

- The percentage of male students scoring below basic increased from 2005 to 2006, but decreased in 2007.
- The percentage of male students scoring basic decreased from 2005 to 2006, but showed a slight increase in 2007.
- The percentage of male students scoring proficient/advanced decreased from 2005 to 2006 and increased in 2007.

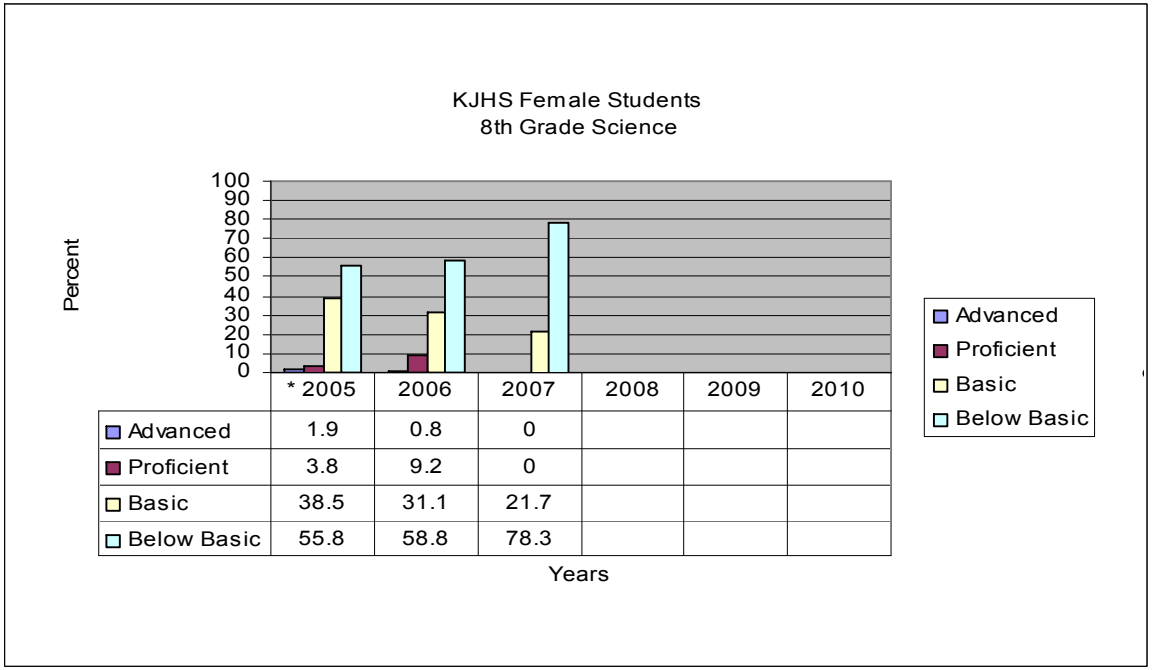


	* 2005	2006	2007	2008	2009	2010
Advanced	1.1	1	4.3			
Proficient	9	5	6.5			
Basic	56.2	37.6	38			
Below Basic	33.7	56.4	51.1			

ANALYSIS OF PACT SCIENCE BY GENDER

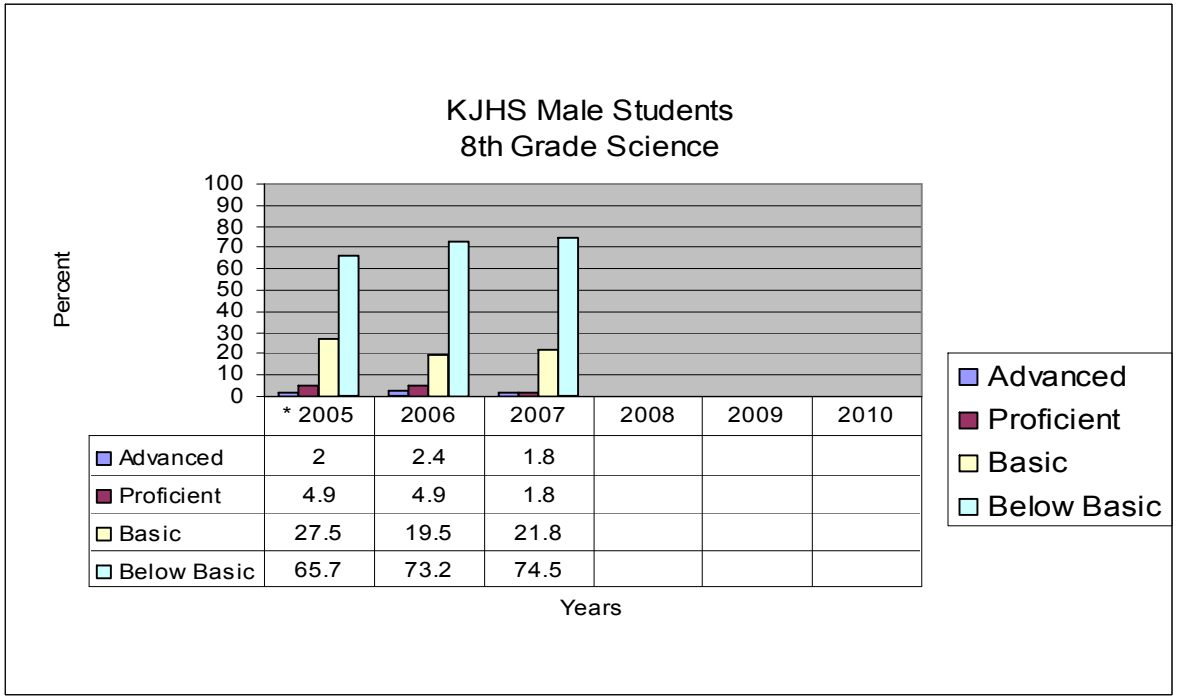
Analysis of the 8th grade PACT science data by gender over the past three years indicates the following:

- The percentage of female students scoring below basic increased from 2005 to 2007.
- The percentage of female students scoring basic decreased annually from 2005 to 2007.
- The percentage of female students scoring proficient /advanced increased from 2005 to 2006, but decreased in 2007.



	* 2005	2006	2007	2008	2009	2010
Advanced	1.9	0.8	0			
Proficient	3.8	9.2	0			
Basic	38.5	31.1	21.7			
Below Basic	55.8	58.8	78.3			

- The percentage of male students scoring below basic increased annually from 2005 to 2007.
- The percentage of male students scoring basic decreased in 2005 to 2006, but increased in 2007.
- The percentage of male students scoring proficient/advanced decreased annually from 2005 to 2007.

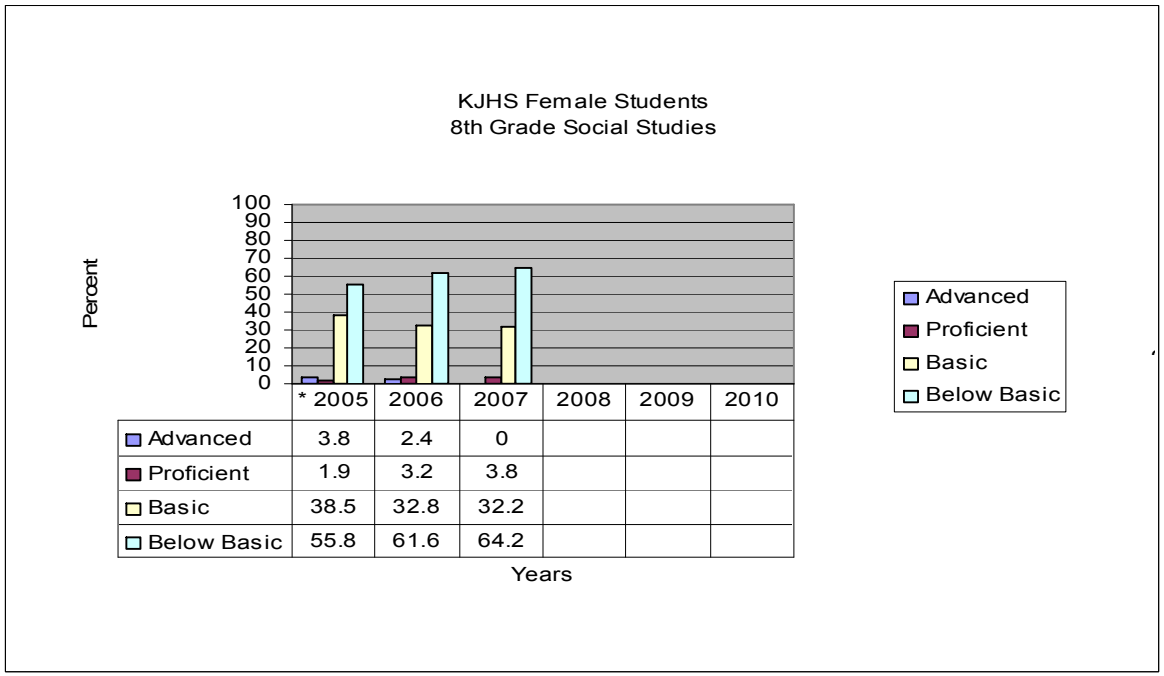


	* 2005	2006	2007	2008	2009	2010
Advanced	2	2.4	1.8			
Proficient	4.9	4.9	1.8			
Basic	27.5	19.5	21.8			
Below Basic	65.7	73.2	74.5			

ANALYSIS OF PACT SOCIAL STUDIES BY GENDER

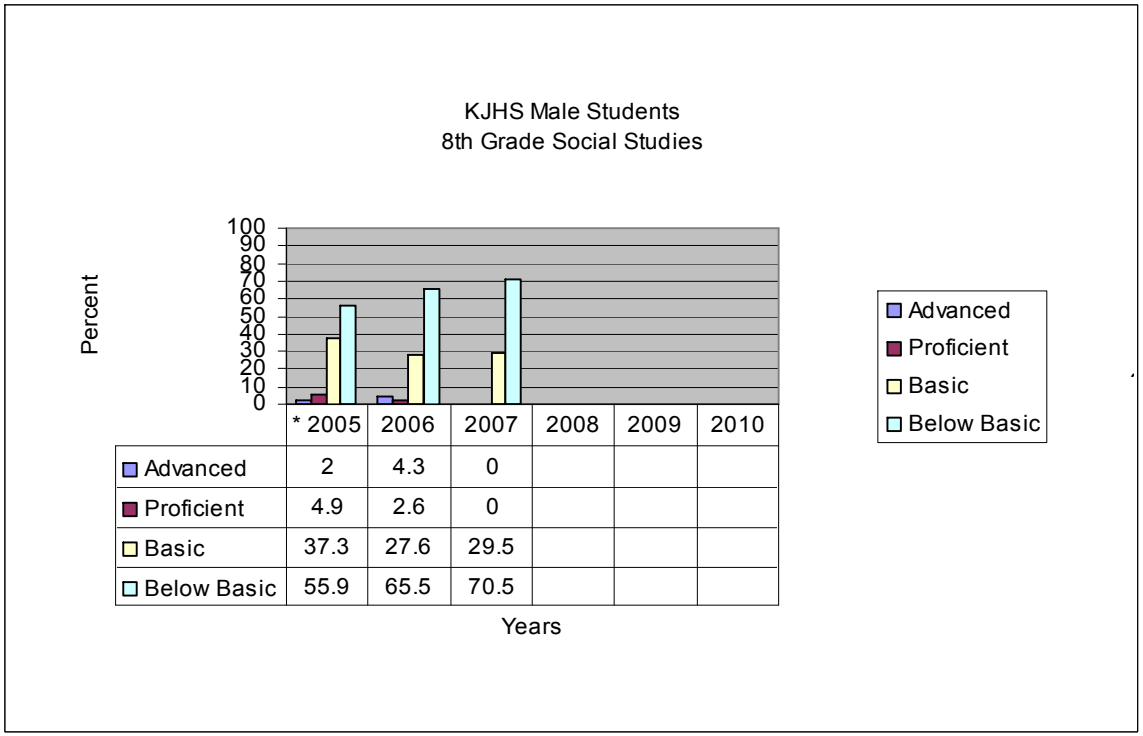
Analysis of the 8th grade PACT social studies data by gender over the past three years indicates the following:

- The percentage of female students scoring below basic increased annually from 2005 to 2007.
- The percentage of female students scoring basic decreased annually from 2005 to 2007.
- The percentage of female students scoring proficient /advanced decreased annually from 2005 to 2007.



	* 2005	2006	2007	2008	2009	2010
Advanced	3.8	2.4	0			
Proficient	1.9	3.2	3.8			
Basic	38.5	32.8	32.2			
Below Basic	55.8	61.6	64.2			

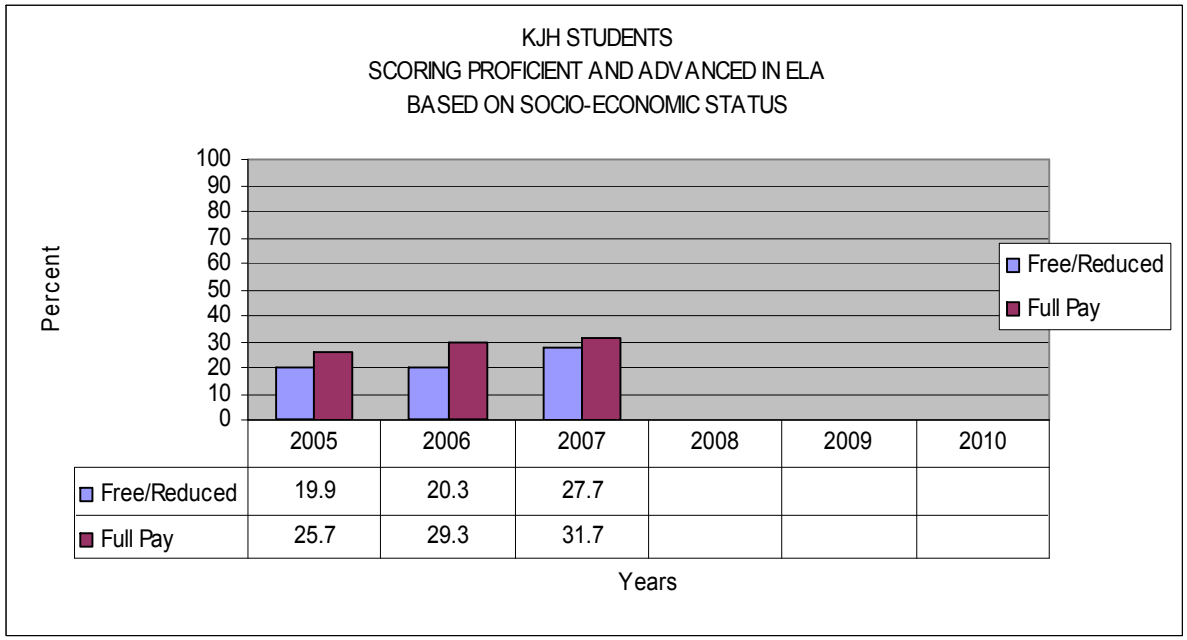
- The percentage of male students scoring below basic increased annually from 2005 to 2007.
- The percentage of male students scoring basic decreased from 2005 to 2006, but showed an increase in 2007.
- The percentage of male students scoring proficient/advanced decreased from 2005 to 2007.



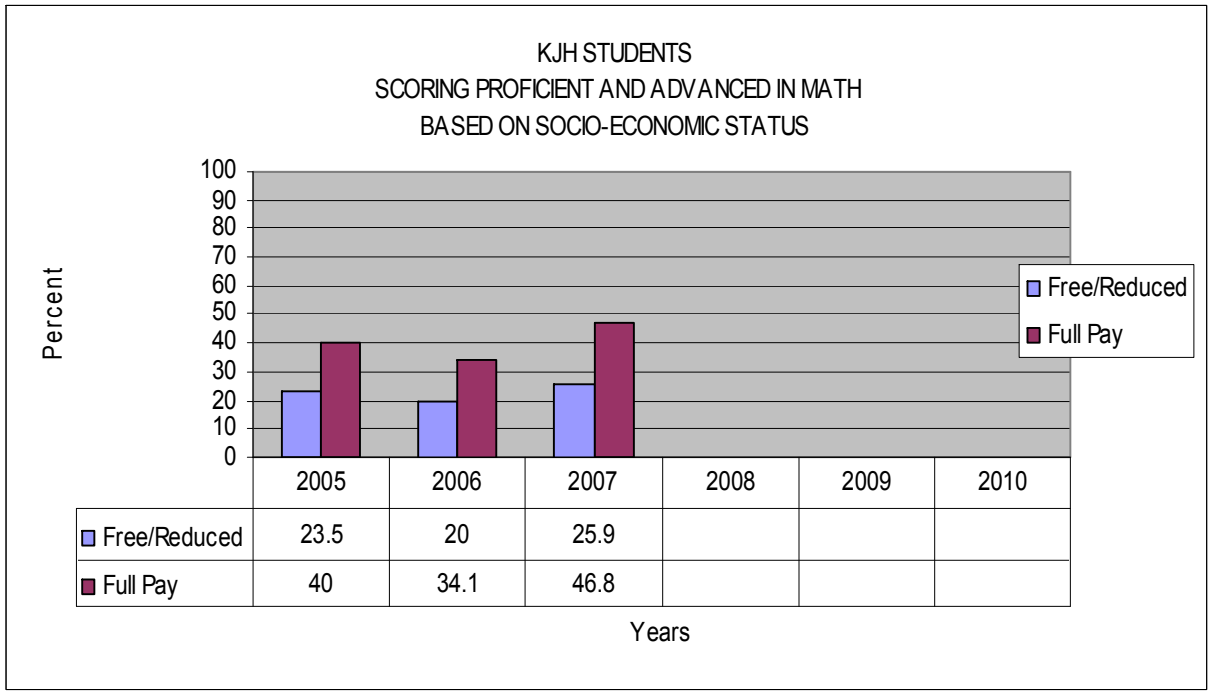
	* 2005	2006	2007	2008	2009	2010
Advanced	2	4.3	0			
Proficient	4.9	2.6	0			
Basic	37.3	27.6	29.5			
Below Basic	55.9	65.5	70.5			

Analysis of the PACT Test Data by Economic Status (Free/Reduced Meals)

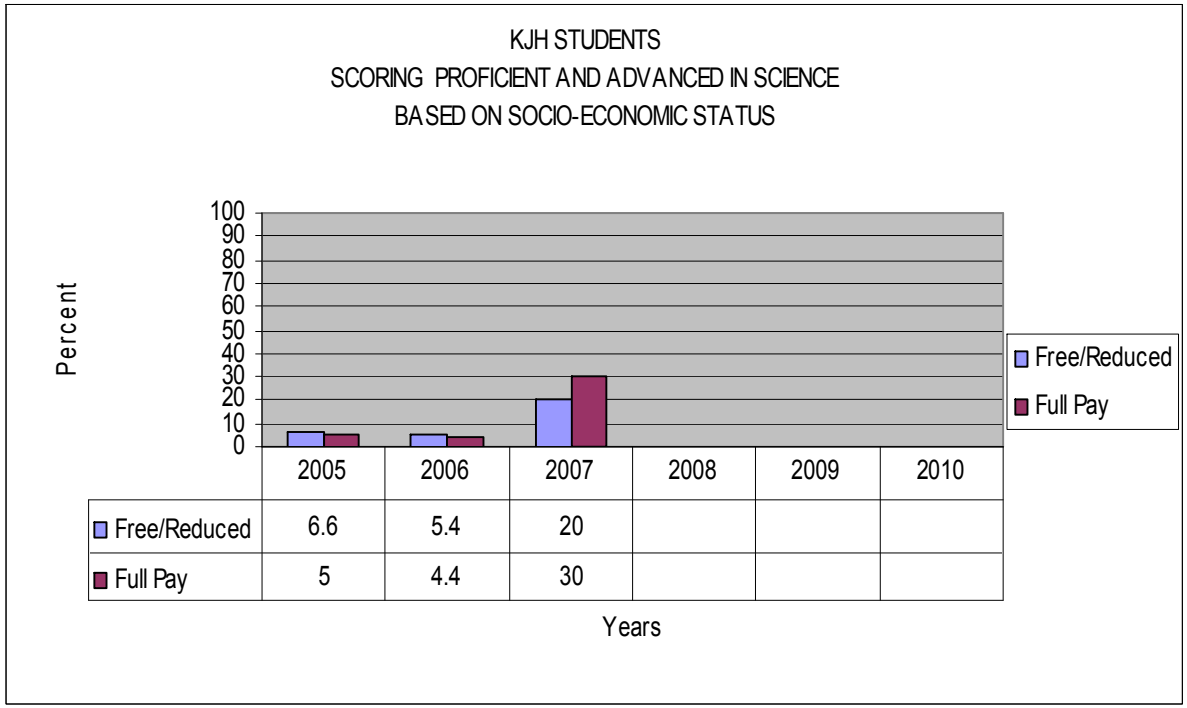
Analysis of the PACT ELA test data by economic status (free/reduced meals) indicates the percentage of students scoring proficient or advanced has increased over a three year period.



Analysis of the PACT Math test data by economic status (free/reduced meals) indicates that the percentage of students scoring proficient or advanced has increased over a three year period.

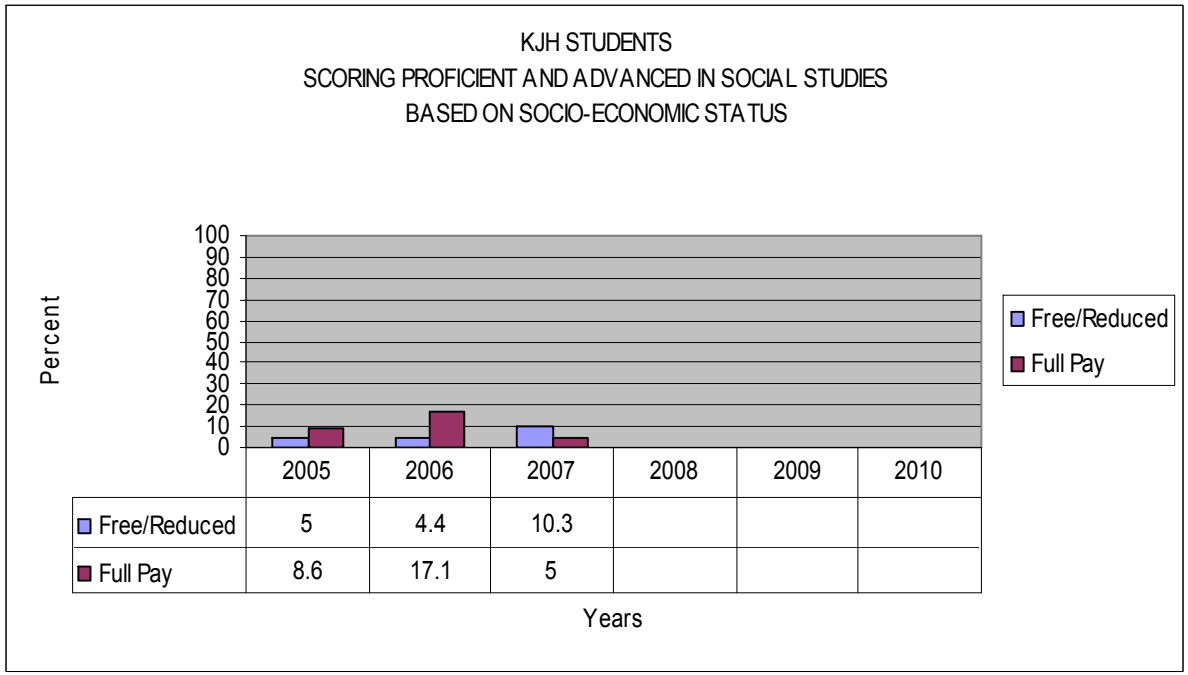


Analysis of the PACT Science test data by economic status (free/reduced meals) indicates the percentage of students scoring proficient or advanced has increased over a three year period.



	2005	2006	2007	2008	2009	2010
Free/Reduced	6.6	5.4	20			
Full Pay	5	4.4	30			

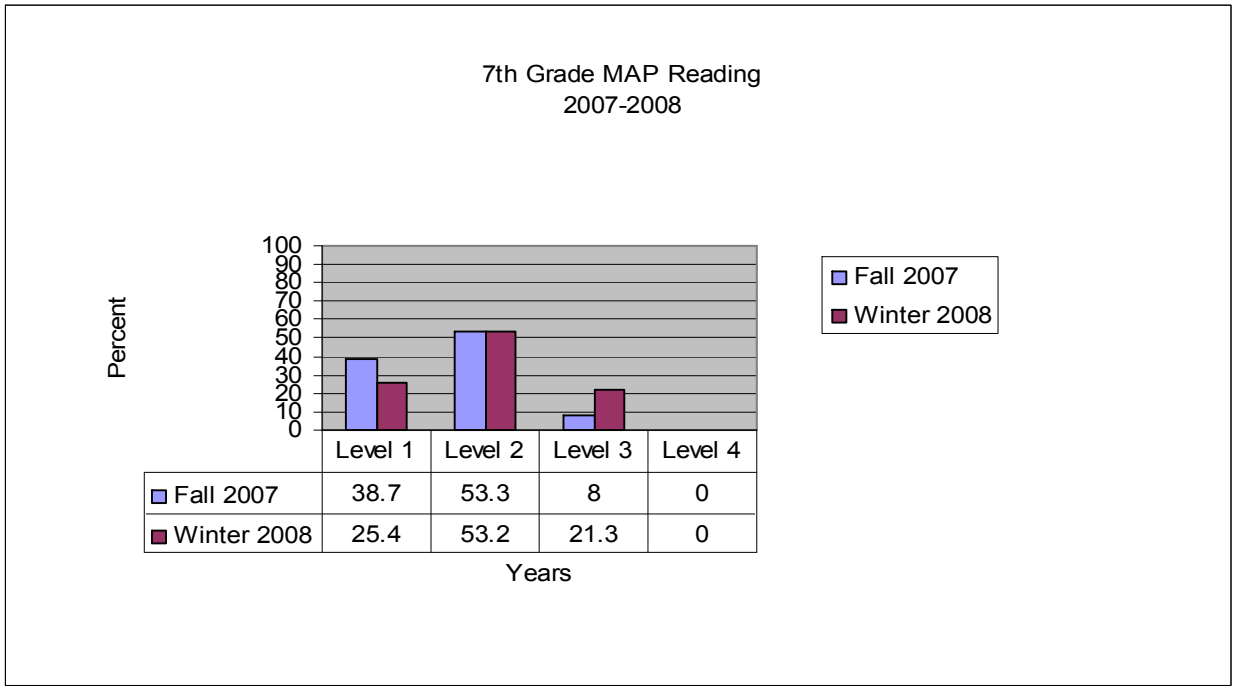
Analysis of the PACT Social Studies test data by economic status (free/reduced meals) indicates that the percentage of students scoring proficient or advanced has fluctuated annually with an increase in 2006 and a decline in the 2007 school year which realigned it with the number of subsidized students who scored proficient and advanced in 2005.



7th Grade MAP Reading

Analysis of the 7th grade MAP Reading benchmark assessment from Fall 2007 to Winter 2008 indicates the following:

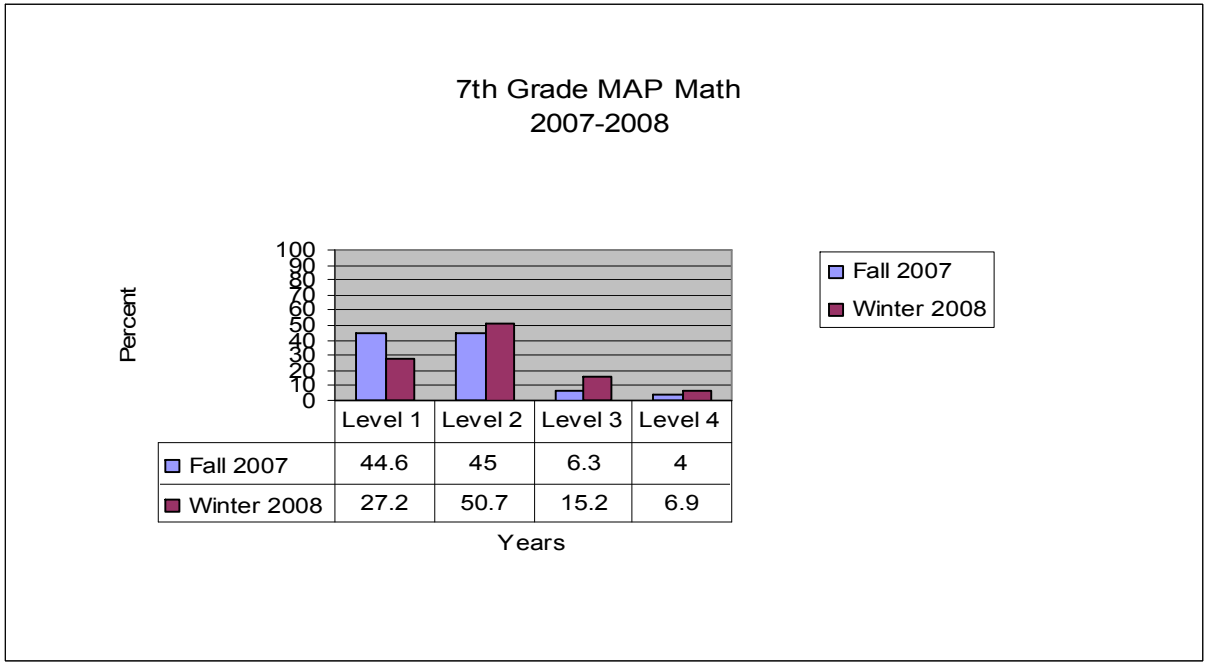
- Level 1(below basic) shows a decrease of 13.3%.
- Level 2 (basic) remained constant at 53%.
- Level 3 (proficient) shows an average increase of 13.3%.
- Level 4 (advanced) remained constant at 0%.



7th Grade MAP Math

Analysis of the 7th grade MAP Math benchmark assessments from Fall 2007 to Winter 2008 indicates the following:

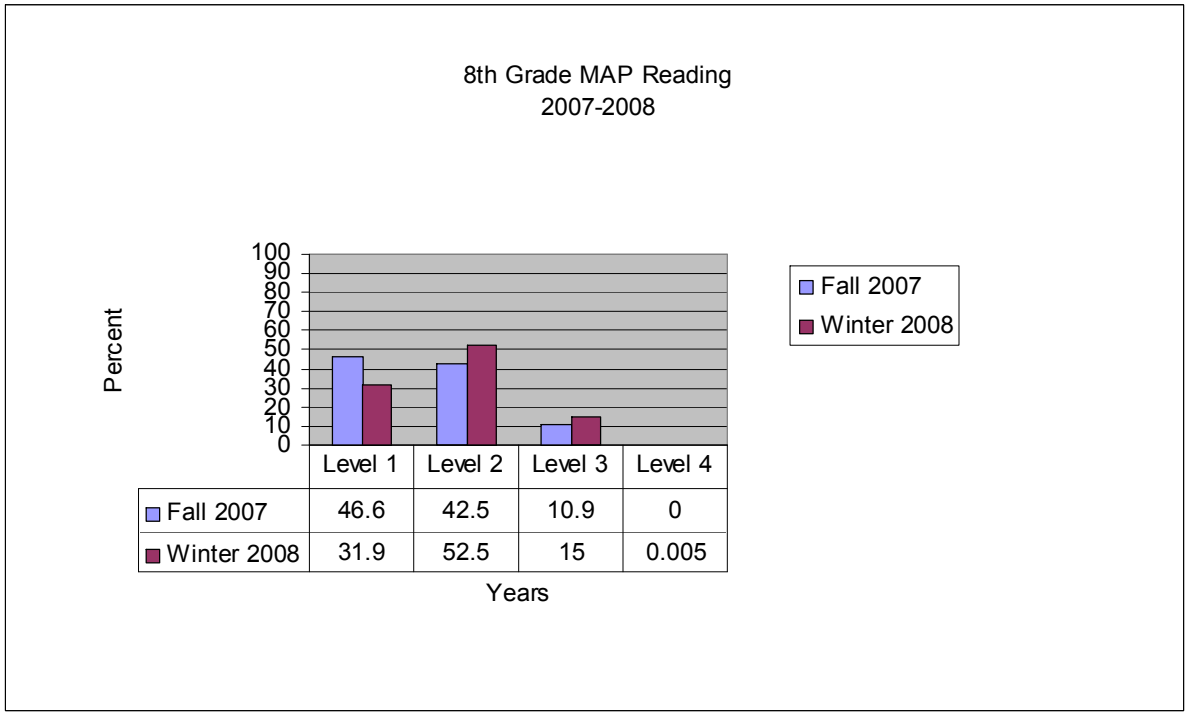
- Level 1 (below basic) shows a decrease of 17.4%.
- Level 2 (basic) shows an increase of 5.7%.
- Level 3 (proficient) shows an increase of 8.9%.
- Level 4 (advanced) shows an increase of 2.9%.



8th Grade MAP Reading

Analysis of the 8th grade MAP Reading benchmark assessment indicates the following:

- Level 1 (below basic) showed a decrease of 14.7%.
- Level 2 (basic) showed an increase of 10%.
- Level 3 (proficient) showed an increase of 4.1%.
- Level 4 (advanced) remained constant at 0%.

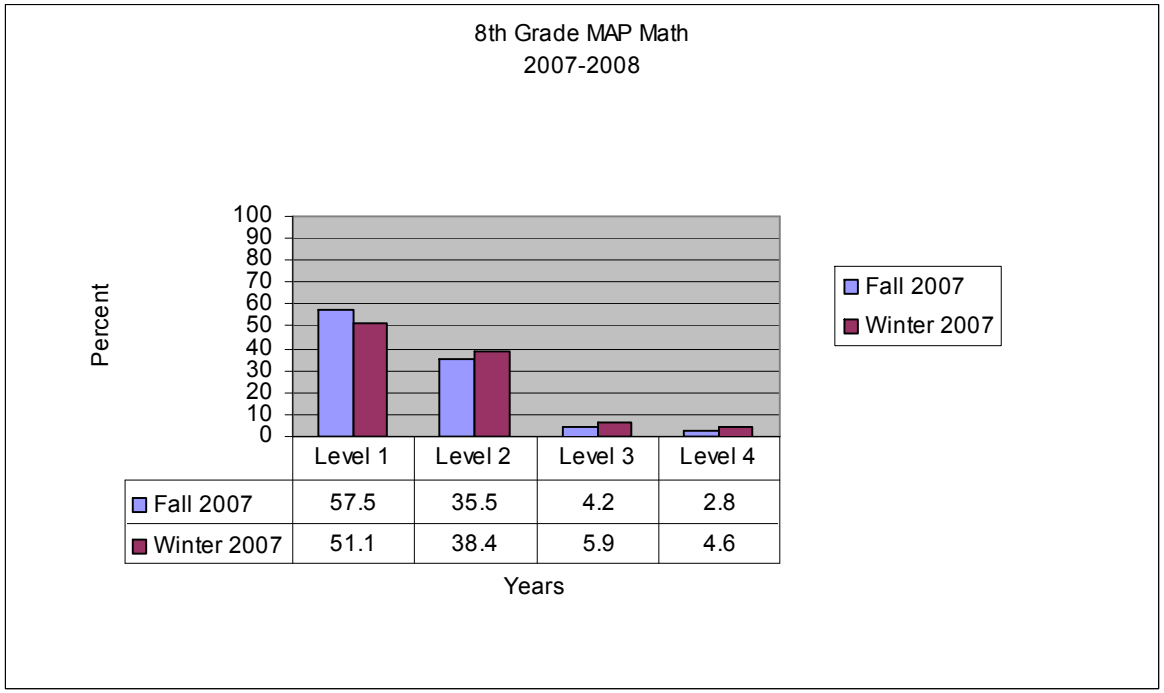


	Level 1	Level 2	Level 3	Level 4
Fall 2007	46.6	42.5	10.9	0
Winter 2008	31.9	52.5	15	0.005

8th Grade MAP Math

Analysis of the 8th grade Math MAP benchmark assessment from Fall 2007 to Winter 2008 indicates the following:

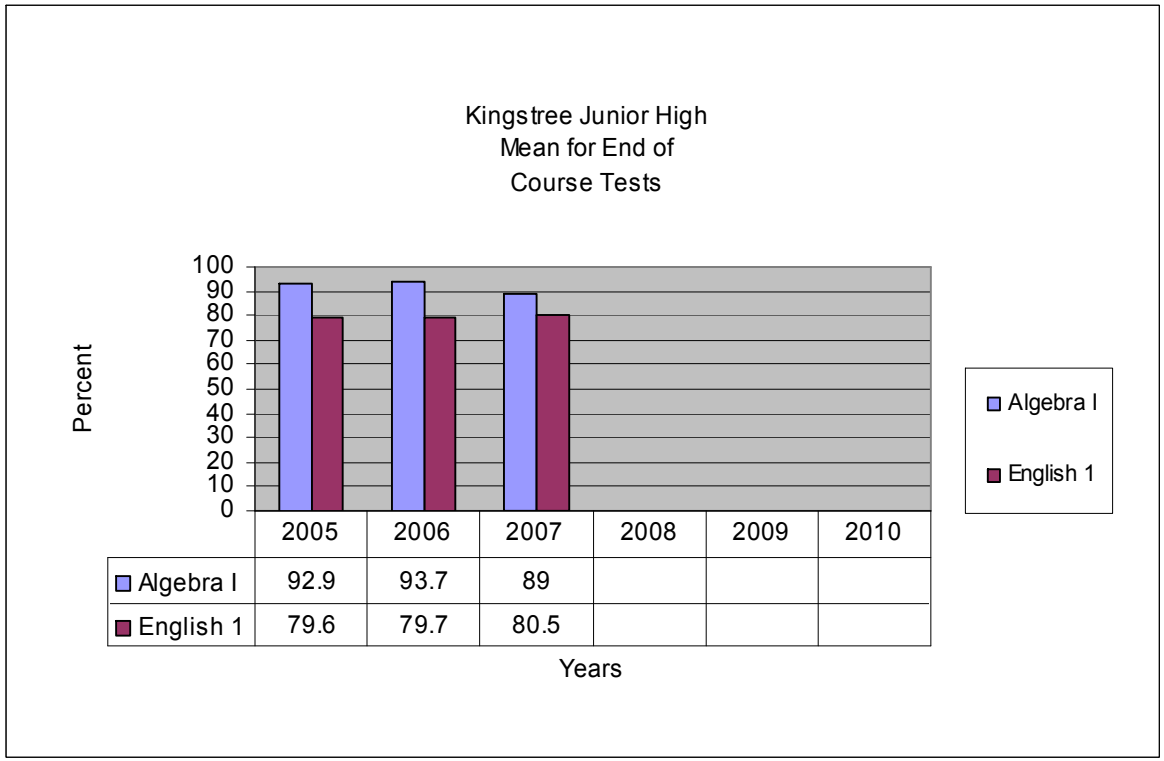
- Level 1(below basic) showed a decrease of 6.4%.
- Level 2 (basic) showed an increase of 2.9%.
- Level 3 (proficient) showed an increase of 1.7%.
- Level 4 (advanced) showed an increase of 1.8%.



Kingstree Junior High
Mean for End of Course Tests

Analysis of the mean for the end of course test indicates the following:

- Algebra I increased from 2005 to 2006, but decreased from 2006 to 2007.
- English I increased slightly from 2005 to 2007.



	2005	2006	2007	2008	2009	2010
Algebra I	92.9	93.7	89			
English 1	79.6	79.7	80.5			

Data Analysis

PACT

Below Basic Performers

On the Spring 2007 PACT, Kingstree Junior High School showed increases in all subject areas for students scoring basic and above, except for eighth grade social studies.

Grade 7

ELA: 29.9% Below Basic (50 students)
Math: 33.2% Below Basic (64 students)
Science: 50.2% Below Basic (113 students)
Social Studies: 61.8% Below Basic (139 students)

Grade 8

ELA: 34.1% Below Basic (63 students)
Math: 44.8% Below Basic (87 students)
Science: 76.5% Below Basic (88 students)
Social Studies: 67.5% (77 students)
*Only half of grade 8 tested in science and social studies.

In a comparison of the 2007 data to the previous school year's data (2006), the number of students in the Below Basic level has decreased.

Proficient and Advanced

On the Spring 2007 PACT, Kingstree Junior High School showed a need to increase the number of students performing at higher academic levels.

Grade 7

ELA: 19.4% Proficient and Advanced (33 students)
Math: 16.8% Proficient and Advanced (32 students)
Science: 19.0% Proficient and Advanced (42 students)
Social Studies: 8.1% Proficient and Advanced (18 students)

Grade 8

ELA: 9.2% Proficient and Advanced (17 students)
Math: 10.8% Proficient and Advanced (21 students)
Science: 1.8 % Proficient and Advanced (2 students)
Social Studies: 1.8% Proficient and Advanced (2 students)

Measure of Academic Progress (MAP)

A comparison of Kingstree Junior High School's Fall 2007 to Winter 2008 MAP data for reading indicates the school is moving students from the Below Basic level into the Basic level and from the Basic level into the Proficient level in grade seven and in grade eight. The Fall 2007 MAP reading assessment indicates that 57.3% of the school's students were performing at the levels of basic and above. Twenty-one percent (21%) of the students in grade seven are performing at the Proficient level. Fifteen percent (15%) of the eighth grade students are performing at the Proficient level. Winter 2008 MAP reading assessment indicates that 74.5% of the school's students are performing at the levels of basic and above. The data reveals that students are not moving into the Advanced level in reading.

A comparison of Kingstree Junior High School's Fall 2007 to Winter 2008 MAP data for math indicates the school is moving students from the Below Basic level into the Basic level and from the Basic level into the Proficient level. Students are also being moved from Proficient to Advanced. The Fall 2007 MAP math assessment indicates that 48.9% of the school's students were performing at the levels of basic and above. The Winter 2008 MAP math assessment indicates that 60.8% the school's students are performing at the levels of basic and above. The Winter MAP for math indicates that 22.1% of the seventh grade and 10.5% of the eighth grade are scoring at the Proficient or Advanced levels.

Focus Goals and Strategies

In order to determine the focus goals for Kingstree Junior High School, the administration and instructional leadership studied the School Renewal Plan along with various other data such as PACT scores, MAP scores, school benchmarks, ERT recommendations, attendance reports, discipline reports, reduced meal numbers, and surveys. An update to the School Renewal Plan divided Kingstree Junior High School's needs into three categories: student achievement, teacher quality, and school climate. Our focus goals address these areas, with a concentration on student achievement and teacher quality.

Selection of Goals Process and Expected Progress

Since July 2006, Kingstree Junior High School has been a data-driven school. A new administration and a new instructional leadership team arrived at the school, and in order to gain a thorough knowledge of the students, this group analyzed all available data. This analysis has continued, and when the 2007-2008 school year began, Kingstree Junior High School continued to develop a school profile by gathering information from the district's and school's report cards, the district's and school's Adequate Yearly Progress Reports, Measure of Academic Progress reports (MAP), PACT reports, content-area benchmarks, and surveys. The overall operating process of the school was researched and analyzed to assess the greatest needs of the students. All information pertinent to Kingstree Junior High was compiled in order to gain a clear understanding of the students' needs. The school's administration and instructional leadership team used this information to drive the curriculum and instruction.

The principal of the school recognizes the importance of involving the entire school and the community in the process of developing this profile. Therefore, everyone in the building has worked on various committees, assisting in identifying the needs of the school and students. The administration, the leadership team, and faculty members work together to address instructional concerns and to formulate focus goals and strategies. Parents have been contacted and interviewed. Through this process, the school has developed three focus goals to address the students' academic performance. These goals target three core subject areas: language arts, math, and science.

Over the past two years, the trend in ELA data indicates an increase in the number of students scoring at the Proficient and Advanced levels. Furthermore, there has been a decrease in the number of children scoring Below Basic. We are moving students into the area of Basic, but we are not moving great numbers into the area of Proficient and Advanced. Using the PACT scores and the results from the Fall MAP assessments, the instructional leaders have noted that at least one-third of the school's population is reading two or more years below grade level. Others are reading one to one and a half years below grade level. Struggling readers are not able to score proficient or advanced on the English/language arts PACT. Knowledge of the students' reading levels has allowed the school's leadership to make a decision to focus on reading and on strategies that will help the students become better readers. Goal one states that 55% of the students at Kingstree Junior High will show an increase of at least 50 lexile points from the fall to winter testing. Typical student growth from fall to fall is 100 lexile points. The students will have only five months to demonstrate gains; therefore, the instructional leaders have halved the yearly gain number and will use this as a target.

Numerous reading programs and instructional strategies are being used to assist the learner with goal one. The first strategy involves using MAP to support instruction. The Fall MAP test provides teachers and students with the students' lexile levels and with data on five different strands of reading skills (literal comprehension, evaluative comprehension, interpretive comprehension, word analysis, analysis of text). Using the data, teachers will know which skills students are ready to master and which ones have been mastered. Use of MAP data also allows the teacher to match the reader with material that he/she is able to comprehend.

Goal one's second strategy states that single-gender instructional strategies will be used to improve academic performance. Kingstree Junior High School's core-content area classes are single-gender classes. South Carolina's State Department of Education recognized Kingstree Junior High School in March 2008 with an award, The Single-Gender Initiative Award. Only seven schools in the state received this distinction. Kingstree Junior High School has had two teachers to present workshops at the state's Annual Single-Gender Conference. Numerous schools have visited Kingstree's campus to observe single-gender strategies being used in classroom instruction. Using the research of noted scholars and educators such as Leonard Sax, JoAnn Deake, and Abigail James, teachers employ gender-specific strategies that engage learners. South Carolina's Department of Education's Office of Public School Choice assists the school in professional development in this area. Workshops have been held and will continue to be held; teachers have attended conferences and will continue to attend conferences. In order to continue learning new instructional strategies, faculty members will read and discuss, through book chats, the research supporting this educational structure. Kingstree Junior High's Media Center will provide reference materials about single-gender instruction for teachers to read. Keeping students engaged and motivated is a critical component of the instructional process and contributes to academic success, which is why the school uses a single-gender structure. The school's data reveals that, prior to single-gender instruction, a higher percentage of the males scored Below Basic on both the ELA and the math PACT. The school's data shows that the first year single-gender instruction was used, the number of males moving from Below Basic to Basic drastically increased on both the ELA and the math PACT. Once single-gender instruction was implemented, the number of seventh grade females scoring Proficient/Advanced on the ELA PACT increased. In grade eight, the number of females moving from Below Basic to Basic on the ELA PACT increased.

Assessment provides both the students and teachers with important instructional information. The third strategy of goal one indicates that Kingstree Junior High School will use departmental meeting time to work on developing PACT-like assessments in order to demand higher-order thinking from the students.

The fourth and fifth strategies supporting goal one involve the use of research-based reading programs. The Academy of Reading is a computerized phonics-based reading intervention designed for struggling readers. At Kingstree Junior High, a certified reading teacher oversees

the program that also provides small-group instruction in the format of mini-lessons. In addition to this program, the school will use the Accelerated Reader program to promote independent reading and to monitor students' comprehension through data collected from the reading practice quizzes. Reading impacts all content areas. It is imperative that students have both the foundation in reading and the practice time necessary in order to become better readers.
Strategy six states that teachers will attend the conference for gifted and talented students. This conference provides teachers opportunities to learn about how to challenge students who are identified as academically gifted. Kingstree Junior High teachers plan lessons that require students to think and work at high levels of Bloom's taxonomy, and this conference offers teachers the opportunity to learn how to develop lessons that demand students to perform at higher levels. As a result of this training, teachers will be able to move more students into the Advanced level of PACT.

Kingstree Junior High School's second goal targets math. Analysis of the math data from PACT and from MAP indicates a need to move students from grades seven and eight into the areas of Proficient and Advanced. Spring 2007 MAP data predicted that 90% of the students would score below the Proficient and Advanced levels. On the 2007 PACT, 86% of the students scored below the level of Proficient. Over a three year period, the school has experienced a decline in the number of students scoring at these levels. Percentages increased slightly from 2006 to 2007 when the school began single-gender instruction.

This data is the underlying reason for the second goal which states that 50% of the students in grades seven and eight will show an increase of at least 2.75 on the math RIT score as measured by the MAP benchmark. The MAP math growth norm for grade seven from fall to spring testing is 6.0. The MAP math growth norm for grade eight from fall to spring testing is 5.2. Kingstree Junior High School will be administering a MAP Winter test to use for the state's External Review Report; thus, the growth rate is halved for the time period.

Single-gender instructional strategies will be implemented in the content area of math. Teachers will use gender-specific instructional methods to assist students in mastering the standards. Professional development training, conferences, and book chats will all strengthen the educators' utilization of these strategies. The use of technology, especially Promethean boards, will engage the learner. Single-gender strategies impact how technology is used within the classroom. Males prefer motion when learning; therefore, interactive boards need to have movement on them and need to allow the male students to use controls such as activotes when learning. Mastery requires engaging the students and keeping them involved. Single-gender methods will enable teachers to have students master the content.

Departmental meetings will focus on creating strong math assessments that are PACT-like. In order to strengthen the students' problem-solving skills, the assessments must be challenging students to use higher-order thinking strategies. Kingstree Junior High's math department will plan and develop assessments that require reasoning and application of skills that are taught.

In order to strengthen basic mathematical skills, the Academy of Math will be utilized by students who are Below Basic or who are "bubble" (minimal) Basic PACT scorers. The instructors in the lab provide mini-lessons on specific skills. The computerized program supports these mini-lessons, and when a student continues to experience difficulty with a concept, additional individualized instruction is provided. This valuable instruction allows struggling math students to build a foundation in the content and to receive additional instruction beyond the math classroom.

Finally, the math teachers will attend professional organization conferences that will enable them to remain abreast of the most current information in their content area. This professional development time provides faculty members with an opportunity to learn new instructional strategies and to examine new resource materials.

The third goal for Kingstree Junior High states that 60% of the students will demonstrate a 70% or greater passage rate on the school-created science benchmark. The 2007 PACT science test data indicates that 36.3% of students scored Basic and above. An average of 58.8% of females scored Below Basic on the science PACT. An average of 68.6% of the males scored Below Basic on the science PACT. Teachers' observations and benchmarks indicate that reading ability is hindering performance in this content area.

Strategy one in the science goal addresses the use of benchmarks. Benchmarks provide teachers with important information about mastery of content material. For this reason, the school will use benchmarks to assess students' knowledge of content and will use this information when planning for instruction.

The science department will use single-gender strategies when designing lessons and making decisions about instructional strategies. The school will use this as the second strategy for the science goal for the same reasons it is used for math and language arts. Methods of delivery need to be different for males and females. Research shows that male and female brains are not the same. Males and females learn differently (Sax, Deak, Chadwell). Using gender-specific instructional strategies will assist the learners in mastery of standards.

Like the language arts department and the math department, the science department will devote departmental meeting time to the planning of assessments. The school is committed to requiring students to move from lower levels of Bloom's taxonomy to the higher levels that require critical thinking. This third strategy is being used in order to move our students to Proficient and Advanced performance levels.

The fourth strategy the science department will implement is the use of supplemental materials and resources in order to support the standards. Hands-on materials promote active engagement in the classroom. Consumable science kits will allow students opportunities to apply information and to evaluate processes. Higher-order thinking will be involved. Use of technology in the form of Promethean boards and Curriculum on Wheels meets the needs of visual, auditory, and kinesthetic learners and allows these learners to retain information. Participation in a school-wide science fair requires students to use creative thinking skills, the highest level of Bloom's.

In targeting these three specific instructional areas, Kingstree Junior High School strives to move students into the areas of Proficient and Advanced on PACT. Instructional methods, reading programs, hands-on science materials, technology, and professional development will all serve to increase rigor and student performance at this school.

Kingstree Junior High School Timeline

July, 2008	August, 2008	September, 2008
	• Data Analysis Training • PACT data analyzed • Data notebooks distributed • Monthly departmental meeting • Single-Gender Professional Development Training • Single-gender strategies in the core area classrooms implemented • Class rosters for Academy of Reading (AOR) & Academy of Math (AOM) developed • AOR & AOM diagnostic test administered • Promethean boards in core area classrooms utilized • Reference section in the library established for professional reading	• ELA & Math MAP assessment administered • MAP Data analyzed–data entered in notebook • Goal-setting conferences with students held • School-based workshops/half-day for students • Monthly departmental meeting • Classroom observations • Single-gender strategies in the core area classrooms implemented • Promethean boards in core area classrooms utilized • AOR & AOM progress reports • Science benchmark developed • Accelerated Reading Training • Kick-off for Accelerated Reading
October, 2008	**November, 2008**	**December, 2008**
• Science Benchmark administered • Science data analyzed–data entered in notebook • Monthly departmental meeting • School-based workshops/half-day for students • Additional materials for AR ordered • Classroom observations • S.C. Math Conference • S.C. Science Conference • Single-Gender Professional Development Training • Single-gender strategies in the core area classrooms implemented • Promethean boards in core area classrooms utilized • Accelerated Reader (AR) reports • AR incentives distributed • AOR & AOM progress reports • Weekly science journal entries monitored	• Monthly departmental meeting • School-based workshops/half-day for students • Goal-setting conferences with students held • Classroom observations • Gifted/Talented Conference • Single-gender strategies in the core area classrooms implemented • Promethean boards in core area classrooms utilized • AOR & AOM progress reports • Weekly science journal entries monitored • Consumable science kits purchased	• Monthly departmental meeting • Classroom observations • Single-gender strategies in the core area classrooms implemented • Promethean boards in core area classrooms utilized • AOR & AOM progress reports • Weekly science journal entries monitored • Winter MAP assessment administered • Winter data analyzed-data entered in notebook • Goal-setting conferences with students held

School Timeline Continued		
January, 2009 • Monthly departmental meeting • School-based workshops/half-day for students • Classroom observations • Single-Gender Professional Development Training • Single-gender strategies in the core area classrooms implemented • Promethean boards in core area classrooms utilized • Accelerated Reader (AR) reports • AR incentives distributed • AOR & AOM progress reports • Weekly science journal entries monitored • Book Chat (single-gender)	**February, 2009** • Monthly departmental meeting • School-based workshops/half-day for students • Science benchmark developed • Science benchmark administered • Science data analyzed-data entered in notebook • Classroom observations • S.C. Reading Conference • Single-gender strategies in the core area classrooms implemented • Promethean boards in core area classrooms utilized • AOR & AOM progress reports • Weekly science journal entries monitored	**March, 2009** • Monthly departmental meeting • School-based workshops/half-day for students • Science Fair • Classroom observations • Single-Gender Professional Development Training • Single-gender strategies in the core area classrooms implemented • Promethean boards in core area classrooms utilized • Accelerated Reader (AR) reports • AR incentives distributed • AOR & AOM progress reports • Weekly science journal entries monitored • Spring MAP assessment administered • Spring data analyzed-data entered in notebook
April, 2009 • Monthly departmental meeting • School-based workshops/half-day for students • Classroom observations • Single-gender strategies in the core area classrooms implemented • Promethean boards in core area classrooms utilized • AOR & AOM progress reports • Weekly science journal entries monitored • MAP incentives distributed	**May, 2009** • Monthly departmental meeting • Classroom observations • PACT Testing • Single-gender strategies in the core area classrooms implemented • Promethean boards in core area classrooms utilized • Accelerated Reader (AR) reports • AR incentives distributed • AOR & AOM progress reports • Weekly science journal entries monitored	

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal

Focused Student Achievement Goal 1: By April 1, 2009, at least 55% of students in grades 7 and 8 will show an increase of at least 50 lexile points as measured by the Measures of Academic Progress (MAP) reading benchmark from Fall 2008 to Spring 2009.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Strategy 1: Utilize Measures of Academic Progress (MAP) reading benchmark as part of the planning of the instructional program. MAP is a scientifically-based assessment that provides the data necessary to drive instruction. • Reading MAP benchmark tests will be administered in September, December, and March to students in grades seven and eight. • ELA teachers will be provided workshops on how to analyze the data from MAP benchmark. • ELA departmental meetings will take place monthly in order to analyze data and determine students' instructional needs. • ELA MAP and PACT results will be kept in each teacher's data notebook. • Individual goal-setting conferences will be held with ELA students after each MAP administration.	Principal, Assistant Principal, Title I Facilitator, Instructional Leadership Team, Literacy Coach, Teachers	August, 2008	Diagnostic feedback from the MAP reading assessment will be used for differentiated and scaffolding instruction. • Computer lab teachers will administer reading MAP benchmark tests to students in September (Pretest). The third MAP benchmark test will be given in March (Post test). Individual student's test results from the September MAP benchmark will be used as baseline data. ELA teachers will be given lists of students with the skills not mastered to be used to individualize instruction. **Larry Redden** • Three school-based workshops will be provided by a school data coordinator to ensure that all of the faculty will be able to understand the report documents provided by the Northwest Educational Association (NWEA). Sign-in sheets will be collected by the Title I Facilitator to document attendance by all teachers. Copies of the agenda and any handouts given to teachers will be kept on file in the office of the Title I Facilitator. **Larry Redden/Elaine Montgomery** • Departmental meetings will take place monthly to analyze Reading RIT band data to determine students' individual and group instructional needs. This information will be used to plan further instruction. **Larry Redden**

			• MAP and PACT results will be kept by reading teachers in data notebooks provided by the school. This notebook will provide easy access for teachers of all student data. Other benchmark data will be added as tests are taken. **Larry Redden** • Reading teacher will hold individual goal-setting conferences with students after each MAP administration. Individual student goal-setting sheets will be used and kept with the teacher in order for students to update and track their progress after each benchmark test. **Larry Redden**
Strategy 2: Utilize single-gender instructional strategies to improve students' academic performance. • ELA teachers will be provided professional development training in single-gender instructional strategies. • ELA teachers will utilize single-gender strategies in the classroom. • ELA teachers will use technology to incorporate various strategies into single-gender classroom instructional activities. • ELA teachers will attend single-gender conferences provided by the State Department of Education's Office of Public School of Choice. • Faculty book chats will focus on reading concepts and instructional methods for specific genders. • A professional reference library will be created for the faculty.	Principal, Assistant Principal, Single-gender Liaison Title I Facilitator, Instructional Leadership Team, Teachers	August, 2008	Research indicates that middle school level students benefit from single-gender strategies. • Two school-based workshops will be provided by a state department consultant to ensure that all of the faculty will be able to implement single-gender strategies. Sign-in sheets will be collected by the Title I Facilitator to document attendance by all teachers. Copies of the agenda and any handouts given to teachers will be kept on file in the office of the Title I Facilitator. **Dewayne McClary/Larry Redden** • Weekly lesson plans and monthly classroom observations will be used to monitor the utilization of single-gender strategies in the ELA classroom. Copies of lesson plans and observations will be kept on file in the office of the Title I Facilitator**.** Written feedback with additional assistance will be given as needed. **Margie Myers/Larry Redden/Dewayne McClary** • Designated teachers will attend single-gender conferences throughout the year. Hand-outs from conferences will be used to share information from the conferences with the faculty during faculty meetings. Sign-in sheets and agendas will be kept on file by the Title I Facilitator. **Dewayne McClary/Larry Redden**

			• Single-gender Liaison will maintain a list of single-gender books. Single-gender professional resources (books, magazines, etc.) will be available for use in the teacher's reference section of the school's Media Center. **Dewayne McClary**
Strategy 3: Develop standards-based PACT-like ELA assessments. • Tests for Higher Standards and/or Anderson 5 Curriculum will serve as a model for teachers. • Departmental meetings will focus on creating strong ELA assessments.	Instructional Leadership Team, Teachers	August, 2008	Standards-based assessments monitor student mastery of state ELA standards. • ELA teachers will create standards-based, PACT-like assessments during departmental meetings with the instructional leaders. Sample assessments will be maintained by the instructional leaders. **Larry Redden/Elaine Montgomery** • Sign-in sheets and agendas from monthly departmental meetings will be maintained on file by the Instructional leadership team. Copies of assessments will be attached to the weekly lesson plans. Copies of lesson plans and observations will be kept on file in the office of the Title I Facilitator**.** Written feedback with additional assistance will be given as needed. **Larry Redden**
Strategy 4: Utilize the Academy of Reading to build a strong foundation in basic reading skills. • Class rosters of students to be identified for remedial instruction will be generated. • Diagnostic tests will be administered to determine the placement of the students in the program. • Monthly reading reports will document students' performance and mastery of skills.	Academy of Reading Specialist	August, 2008	Academy of Reading program will monitor student remediation progress. • Academy of Reading Coordinator will compile a roster of students needing remediation to be served in the Academy of Reading program. Rosters will be maintained by the coordinator. **Lisa Williams** • Academy of Reading Coordinator will administer a computer-generated diagnostic pre-test and post-test. The coordinator will keep records on file. **Lisa Williams** • The Academy of Reading Coordinator will compile monthly mastery of skills reports. **Lisa Williams**

Strategy 5: Increase participation in the Accelerated Reader (AR) Program. • Teachers will be trained in how to utilize the Accelerated Reader Program. • A school-wide kick-off program will be hosted. • Incentives will be used to motivate student participation. • Quarterly AR reports will be generated to monitor students' performance and participation. • Additional materials (AR books, online tests, computers) will be purchased for the Accelerated Reader program.	Media Specialist, Literacy Coach, Principal. Title I Facilitator	August, 2008	Accelerated Reader will be utilized to increase students' motivation to read. • Title I Facilitator will schedule Accelerated Reader program training with the Media Specialist and will maintain a staff development calendar. Teachers' training will be documented by sign-in sheets and agendas which will be kept on file by the Title I Facilitator**. Larry Redden /Cynthia McClorin** • The schedule of the incentive rewards programs will be created and maintained by the Media Specialist and Literacy Coach. **Lisa Williams/Cynthia McClorin** • Quarterly AR reports will be given to the teachers and will be on file with the Media Specialist. Teachers will use the reports to monitor the comprehension levels of students and to monitor participation**. Lisa Williams/Cynthia McClorin** • Purchase orders will be kept on file by the Office Manager and the Title I Facilitator. These will be used to monitor books ordered, quizzes ordered, and incentives purchased**. Lisa Williams/Larry Redden**
Strategy 6: Attend professional organization conferences. • ELA teachers will attend the Gifted/Talented conference in November. • ELA teachers will attend the Reading conference in February.	Literacy Coach, Teachers	November, 2008 February, 2008	Improving teachers' knowledge of content will improve instruction of SC standards. • Designated teachers will attend the conferences and share with the faculty during faculty meetings the information/handouts from the conferences**. Larry Redden**

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal

Focused Student Achievement Goal 2: By April 1, 2009, at least 50% of students in grades 7 and 8 will show an increase of at least 3.0 on the math mean RIT score as measured by the Measures of Academic Progress (MAP) math benchmark from Fall 2008 to Spring 2009.
(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Strategy 1: Utilize Measures of Academic Progress (MAP) math benchmark as part of the planning of the instructional program. MAP is a scientifically-based assessment that provides the data necessary to drive instruction. • Math MAP benchmark tests will be administered in September, December, and March to students in grades seven and eight. • Math teachers will be provided workshops on how to analyze the data from MAP benchmark. • Math departmental meetings will take place monthly in order to analyze data and determine students' instructional needs. • Math MAP and PACT results will be kept in each teacher's data notebook. • Individual goal-setting conferences will be held with math students after each MAP administration.	District Coordinator of Technology, Principal, Assistant Principal, Title I Facilitator, Instructional Leadership Team, Math Coach, Teachers	August, 2008	Diagnostic feedback from the Math MAP assessment will be used for differentiated and scaffolding instruction. • Computer lab teachers will administer math MAP benchmark tests to students in September (Pretest). The third MAP benchmark tests will be given in March (Post test). Individual student's test results from the September MAP benchmark will be used as baseline data. Math teachers will be given lists of students with the skills not mastered to be used to individualize instruction. **Larry Redden** • Three school-based workshops will be provided by a school data coordinator to ensure that all of the faculty will be able to understand the report documents provided by the Northwest Educational Association (NWEA). Sign-in sheets will be collected by the Title I Facilitator to document attendance by all teachers. Copies of the agenda and any handouts given to teachers will be kept on file in the office of the Title I Facilitator**. Larry Redden/Elaine Montgomery** • Math departmental meetings will take place monthly to analyze Math RIT band data to determine students' individual and group instructional needs. This information will be used to plan further instruction. **Larry Redden/Elaine Montgomery**

			• MAP and PACT results will be kept by math teachers in data notebooks provided by the school. This notebook will provide easy access for teachers of all student data. Other benchmark data will be added as tests are taken. **Larry Redden/Elaine Montgomery** • Math teachers will hold individual goal-setting conferences with students after each MAP administration. Individual student goal-setting sheets will be used and kept with the teacher in order for students to update and track their progress after each benchmark test. **Larry Redden**
Strategy 2: Utilize single-gender instructional strategies to improve math students' academic performance. • Math teachers will be provided professional development training in single-gender instructional strategies. • Math teachers will utilize single-gender strategies in the classroom. • Math teachers will use technology to incorporate various strategies into single-gender classroom instructional activities. • Teachers will attend single-gender conferences provided by the State Department of Education's Office of Public School of Choice.	Principal, Assistant Principal, Single-gender Liaison, Title I Facilitator, Instructional Leadership Team, Teachers	August, 2008	Research indicates that middle school level students benefit from single-gender strategies. • Two school-based workshops will be provided by a state department consultant to ensure that all of the faculty will be able to implement single-gender strategies. Sign-in sheets will be collected by the Title I Facilitator to document attendance by all teachers. Copies of the agenda and any handouts given to teachers will be kept on file in the office of the Title I Facilitator. **Dewayne McClary/Larry Redden** • Weekly lesson plans and monthly classroom observations will be used to monitor the utilization of single-gender strategies in the math classroom. Copies of lesson plans and observations will be kept on file in the office of the Title I Facilitator**.** Written feedback with additional assistance will be given as needed. **Margie Myers/Larry Redden/Dewayne McClary** • Designated teachers will attend single-gender conferences throughout the year. Hand-outs from conferences will be used to share information from the conferences with the faculty during faculty meetings. Sign-in sheets and agendas will be kept on file by the Title I Facilitator. **Dewayne McClary/Larry Redden**

Strategy 3: Develop standards-based, PACT-like math assessments: • Tests for Higher Standards and/or Anderson 5 Curriculum will serve as a model for math teachers. • Math departmental meetings will focus on creating strong math assessments.	Instructional Leadership Team, Teachers	August, 2008	Standards-based assessments monitor student mastery of state math standards. • Math teachers will create standards-based, PACT-like assessments during departmental meetings with the instructional leaders. Sample assessments will be maintained by the instructional leaders. **Larry Redden/Elaine Montgomery** • Sign-in sheets and agendas from math departmental meetings will be maintained on file by the Instructional leadership team. Copies of lesson plans and observations will be kept on file in the office of the Title I Facilitator**.** Written feedback with additional assistance will be given as needed. **Larry Redden/Elaine Montgomery**
Strategy 4: Utilize the Academy of Math to build a strong foundation in basic math skills: • Class rosters of students to be targeted for remedial instruction will be generated. • Diagnostic tests will be administered to determine the placement of the student in the program. • Monthly math reports will document students' performance and mastery of skills.	Academy of Reading and Math Specialist, Math Proctor	August, 2008	Academy of Math Program will monitor student remediation progress. • Academy of Math Coordinator will compile a roster of students needing remediation to be served in the Academy of Math program. Rosters will be maintained by the coordinator**. Lisa Williams** • Academy of Math Coordinator will administer a computer-generated diagnostic pre-test and post-test. The coordinator will keep records on file. **Lisa Williams** • The Academy of Math Coordinator will compile monthly mastery of skills reports. **Lisa Williams**
Strategy 5: Attend professional organization conferences. • Math teachers will attend the math conference in October.	Math Coach, Teachers	October, 2008	Improving teachers' knowledge of content will improve instruction of SC standards. • Designated math teachers will attend the conference and share with the faculty during faculty meetings the information/handouts from the conferences. **Larry Redden**

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Student Achievement Focused Goal

Focused Student Achievement Goal 3: By April 1, 2009, at least 60% of students in grades 7 and 8 will demonstrate a 70% passage rate in science for core-content knowledge as measured by the school-created benchmark test.

(70% indicates a student is performing at the Basic level of instruction)

The science benchmark is Stuart Flanagan's Tests For Higher Standards which is aligned to the SC state standards.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Strategy 1: Utilize science benchmark as part of the planning of the instructional program. • Science benchmark tests will be developed by the school. • Science benchmarks will be administered in October and February to students in grades 7 and 8. • Science teachers will be provided workshops on how to analyze the data from the science benchmark. • Science departmental meetings will take place monthly in order to analyze data and determine students' instructional needs. • Science benchmark and PACT results will be kept in each teacher's data notebook.	Principal, Assistant Principal, Title I Facilitator, Instructional Leadership Team, Science Coach, Teachers	August, 2008	The science benchmark will monitor students' mastery of science standards. • Classroom science teachers will administer science benchmark tests to students in October (Pretest). The Tests for Higher Standards by Stuart Flanagan is used to develop items for the school's benchmark. A second benchmark test will be given in February (Post test). Individual student's test results from the October science benchmark will be used as baseline data. Teachers will be given lists of students with the skills not mastered to be used to individualize instruction. **Larry Redden/Elaine Montgomery** • Three school-based workshops will be provided by a school data coordinator to ensure that the science teachers will be able to analyze the test data provided by the benchmark. Sign-in sheets will be collected by the instructional leader to document attendance by science teachers. Copies of the agenda and any handouts given to teachers will be kept on file in the office of the Title I Facilitator. **Larry Redden/Elaine Montgomery**

			• Science benchmark data and PACT results will be kept by science teachers in data notebooks provided by the school. This notebook will provide easy access for teachers of all student data. Other benchmark data will be added as tests are taken. **Larry Redden/Elaine Montgomery**
Strategy 2: Utilize single-gender instructional strategies to improve students' academic performance. • Science teachers will be provided professional development training in single-gender instructional strategies. • Science teachers will utilize single-gender strategies in the classroom. • Science teachers will use technology to incorporate various strategies into single-gender classroom instructional activities. • Science teachers will attend single-gender conferences provided by the State Department of Education's Office of Public School of Choice.	Principal, Assistant Principal, Single-gender Liaison, Title I Facilitator, Instructional Leadership Team, Teachers	August, 2008	Research indicates that middle school level students benefit from single-gender strategies. • Two school-based workshops will be provided by a state department consultant to ensure that all of the faculty will be able to implement single-gender strategies. Sign-in sheets will be collected by the Title I Facilitator to document attendance by all teachers. Copies of the agenda and any handouts given to teachers will be kept on file in the office of the Title I Facilitator. **Dewayne McClary/Larry Redden** • Weekly lesson plans and monthly classroom observations will be used to monitor the utilization of single-gender strategies in the science classroom. Copies of lesson plans and observations will be kept on file in the office of the Title I Facilitator**.** Written feedback with additional assistance will be given as needed. **Margie Myers/Larry Redden/Dewayne McClary** • Designated teachers will attend single-gender conferences throughout the year. Hand-outs from conferences will be used to share information from the conferences with the faculty during faculty meetings. Sign-in sheets and agendas will be kept on file by the Title I Facilitator. **Dewayne McClary/Larry Redden**
Strategy 3: Develop standards-based, PACT-like science assessments: • Tests for Higher Standards and/or Anderson 5 Curriculum will serve as a model for science teachers. • Science departmental meetings will focus on creating strong science assessments.	Instructional Leadership Team, Teachers	August, 2008	Standards-based assessments monitor student mastery of state science standards • Science teachers will create standards-based, PACT-like assessments during departmental meetings with the instructional leaders. Sample assessments will be maintained by the instructional leaders. **Larry Redden/Elaine Montgomery**

			• Sign-in sheets and agendas from monthly departmental meetings will be maintained on file by the Instructional leadership team. Copies of lesson plans and observations will be kept on file in the office of the Title I Facilitator**.** Written feedback with additional assistance will be given as needed. **Larry Redden**
Strategy 4: Utilize supplemental materials and resources in science classrooms to support the standards. • Consumable science kits will be reordered. • Science teachers will use Curriculum on Wheels (COW) to engage students in instruction. • Students will have science journals provided in order to incorporate writing into the science curriculum. • The school will hold a science fair.	Title I Facilitator, Instructional Leadership Team, Science Teachers	October, 2008	Providing students with exposure to hands-on science instruction is critical to improving students understanding of science concepts. • The Title I Facilitator and Office Manager will order science materials to refurbish the present stock of consumable science products and will order additional materials and kits for the science labs. The material will be inventoried by the science coach and will be kept in the science lab storage areas. **Larry Redden** • The Science Fair will be held in the spring to demonstrate the students' mastery of inquiry skills. **Elaine Montgomery**
Strategy 5: Attend professional organization conferences. • Science teachers will attend the science conference in October.	Science Teachers	October, 2008	Improving teachers' knowledge of content will improve instruction of SC standards. • Designated teachers will attend the conference and share with the faculty during faculty meetings the information/handouts from the conferences. **Larry Redden**

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: The principal will provide instructional leadership to support student achievement Goal 1: By April 1, 2009, at least 55% of students in grades 7 and 8 will show an increase of at least 50 lexile points as measured by the Measures of Academic Progress (MAP) reading benchmark from Fall 2008 to Spring 2009.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Strategy 1: Provide staff development on the analysis and use of data. • MAP • PACT • Benchmarks • Academy of Reading • Accelerated Reader	Principal, Assistant Principal, Title I Facilitator, Instructional Leadership Team	August, 2008	Improve teacher knowledge of data analysis and usage to improve instruction. • Three school-based workshops will be provided by the instructional leadership team to ensure that all of the faculty will be able to analyze data. Faculty members will receive data notebooks to maintain for each class for the school year. Sign-in sheets will be collected by the Title I Facilitator to document attendance by all teachers. Data notebooks will be monitored by the Title I Facilitator**.** Written feedback with additional assistance will be given as needed. **Margie Myers/Larry Redden** • Two school-based workshops will be provided on the usage of DesCartes to drive instruction in the classroom. **Margie Myers** • Principal will monitor weekly lesson plans, ensuring that data is used to drive instruction. Copies of lesson plans will be kept on file in the office of the Title I Facilitator**.** Written feedback with additional assistance will be given as needed. **Margie Myers/Larry Redden** • Sign-in sheets and agendas from monthly departmental meetings will be kept on file by the Instructional leadership team**. Larry Redden**

Strategy 2: Conduct 4 ELA classroom observations monthly.	Principal, Assistant Principal, Title I Facilitator, Instructional Leadership Team	Sept., 2008	Monitor the usage of data driven instruction by the ELA classroom teachers. • ELA classroom teachers will be observed by the Instructional Leadership Team, Principal, and Assistant Principal for use of small group instruction (RIT band groups, individualized instruction, etc.) Observation forms (walk-through, informal, and formal) will be kept on file in the principal's office. A post-conference will be held with the teacher. The observation/post-conference form will be kept on file by the observer. Teachers will receive a copy of the observation/post-conference form. **Margie Myers**
Strategy 3: Provide parental involvement workshops. • PTA/Open House • Literacy Family Night • MAP/PASS Assessment workshops • Single-gender workshops • Academy of Reading/Academy of Math workshops • Accelerated Reader	Principal, Assistant Principal, Title I Facilitator, Parenting Facilitator	August, 2008	Parental involvement impacts ELA student achievement. • Parent workshops will be held quarterly. Sign-in sheets, agendas, pamphlets, etc. will be maintained in the parenting notebook by the parenting facilitator. Workshop evaluation forms will be kept on file in the office of the Title I Facilitator. Parental feedback will be given as needed. **Margie Myers/Sheila Parson/Larry Redden/Lisa Williams**
Strategy 4: Provide and attend single-gender workshops.	Principal, Single-Gender Liaison, Title I Facilitator	August, 2008	Research indicates that middle school level students benefit from single-gender strategies. • Two school-based workshops will be provided by a state department consultant to ensure that all of the faculty will be able to implement single- gender strategies. Sign-in sheets will be collected by the Title I Facilitator to document attendance by all teachers. Copies of the agenda and any handouts given to teachers will be kept on file in the office of the Title I Facilitator. **Dewayne McClary/Larry Redden/Margie Myers** • Weekly lesson plans and monthly classroom observations will be used to monitor the utilization of single-gender strategies in the ELA classroom. Copies of lesson plans and observations will be kept on file in the office of the Title I Facilitator**.** Written feedback with additional assistance will be given as needed. **Margie Myers/Larry Redden/ Dewayne McClary**

			• Designated teachers will attend single-gender conferences throughout the year. Hand-outs from conferences will be used to share information from the conferences with the faculty during faculty meetings. Sign-in sheets and agendas will be kept on file by the Title I Facilitator. **Dewayne McClary/Larry Redden/Margie Myers**
Strategy 5: Provide an incentive program. • MAP • PACT • Accelerated Reader	Principal, Assistant Principal, Title I Facilitator, Instructional Leadership Team	October, 2008	Incentives will be utilized to encourage students to perform to their highest potential. • Goals will be set for student achievement. Lists of students achieving the goals will be kept on file in the office of the Title I Facilitator. MAP – Incentives will be given in the winter and the spring after testing. PACT – Incentives will be given in the fall and in the spring during testing. Accelerated Reader - Individual incentives are given every 2 weeks and group incentives are given quarterly. **Margie Myers/Larry Redden** • Data will be used to determine if the students reach the student achievement goals. **Margie Myers/Elaine Montgomery**

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2: The principal will provide instructional leadership to support student achievement Goal 2: By April 1, 2009, at least 50% of students in grades 7 and 8 will show an increase of at least 3.0 on the math mean RIT score as measured by the Measures of Academic Progress (MAP) math benchmark from Fall 2008 to Spring 2009.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Strategy 1: Provide staff development on the analysis and use of data. • MAP • PACT • Benchmarks • Academy of Math	Principal, Assistant Principal, Title I Facilitator, Instructional Leadership Team	August, 2008	Improve teacher knowledge of data analysis and usage to improve instruction. • Three school-based workshops will be provided by the instructional leadership team to ensure that all of the faculty will be able to analyze data. Faculty members will receive data notebooks to maintain for each class for the school year. Sign-in sheets will be collected by the Title I Facilitator to document attendance by all teachers. Data notebooks will be monitored by the Title I Facilitator. Written feedback with additional assistance will be given as needed. **Margie Myers/Larry Redden** • Two school-based workshops will be provided on the usage of DesCartes to drive instruction in the classroom. **Margie Myers** • Principal will monitor weekly lesson plans, ensuring that data is used to drive instruction. Copies of lesson plans will be kept on file in the office of the Title I Facilitator**.** Written feedback with additional assistance will be given as needed. **Margie Myers/Larry Redden**

			• Sign-in sheets and agendas from monthly departmental meetings will be kept on file by the Instructional leadership team**. Larry Redden**
Strategy 2: Conduct 4 math classroom observations monthly.	Principal, Assistant Principal, Title I Facilitator, Instructional Leadership Team	Sept., 2008	Monitor the usage of data driven instruction by the math classroom teachers. • Math classroom teachers will be observed by the Instructional Leadership Team, Principal, and Asst. Principal for use of small group instruction (RIT band groups, individualized instruction, etc.) Observation forms (walk-through, informal, and formal) will be kept on file in the principal's office. A post-conference will be held with the teacher. The observation/ post-conference form will be kept on file by the observer. Teachers will receive a copy of the observation/post-conference form. **Margie Myers**
Strategy 3: Provide parental involvement workshops. • PTA/Open House • MAP/PASS Assessment workshops • Single-gender workshops • Academy of Reading/Academy of Math workshops	Principal, Assistant Principal, Title I Facilitator, Parenting Facilitator	Sept., 2008	Parental involvement impacts math student achievement. • Parent workshops will be held quarterly. Sign-in sheets, agendas, pamphlets, etc. will be maintained in the parenting notebook by the parenting facilitator. Workshop evaluation forms will be kept on file in the office of the Title I Facilitator. Parental feedback will be given as needed. **Margie Myers/Sheila Parson/Larry Redden/Lisa Williams**
Strategy 4: Provide and attend single-gender workshops.	Principal, Single-Gender Liaison, Title I Facilitator	August, 2008	Research indicates that middle school level students benefit from single-gender strategies. • Two school-based workshops will be provided by a state department consultant to ensure that all of the faculty will be able to implement single- gender strategies. Sign-in sheets will be collected by the Title I Facilitator to document attendance by all teachers. Copies of the agenda and any handouts given to teachers will be kept on file in the office of the Title I Facilitator. **Dewayne McClary/Larry Redden/Margie Myers** • Weekly lesson plans and monthly classroom observations will be used to monitor the utilization of single-gender strategies in the math classroom. Copies of lesson plans and observations will be kept on file in the office of the Title I Facilitator**.** Written feedback with additional assistance will be given as needed. **Margie Myers/Larry Redden/Dewayne McClary**

			• Designated teachers will attend single-gender conferences throughout the year. Hand-outs from conferences will be used to share information from the conferences with the faculty during faculty meetings. Sign-in sheets and agendas will be kept on file by the Title I Facilitator. **Dewayne McClary/Larry Redden/Margie Myers**
Strategy 5: Provide an incentive program. • MAP • PACT	Principal, Assistant Principal, Title I Facilitator, Instructional Leadership Team	October, 2008	Incentives will be utilized to encourage students to perform to their highest potential. • Goals will be set for student achievement. Lists of students achieving the goals will be kept on file in the office of the Title I Facilitator. MAP – Incentives will be given in the winter and the spring PACT – Incentives will be given in the fall and in the spring during testing. Accelerated Reader – Individual incentives are given every 2 weeks and group incentives are given quarterly. **Margie Myers/Larry Redden** • Data will be used to determine if the students reach the student achievement goals. **Margie Myers/Elaine Montgomery**

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: The WCSD will provide instructional leadership to support student achievement Goal 1: By April 1, 2009, 55% of students in grades 7 and 8 will show an increase of at least 50 lexile points as measured by the Measures of Academic Progress (MAP) reading benchmark from Fall 2008 to Spring 2009.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Strategy 1: Provide Academy of Reading.	WC District Staff	August, 2008	Academy of Reading program will monitor student remediation progress. The district will locate funding sources. **Jenny McFadden**
Strategy 2: Provide NWEA's MAP ELA assessment.	WC District Staff	August, 2008	Diagnostic feedback from the MAP reading assessment will be used for differentiated and scaffolding instruction. The district will locate funding sources. **Jenny McFadden**
Strategy 3: Provide an ELA coach to assist with reading instruction.	WC District Staff	August, 2008	Improving teachers' knowledge of content will improve instruction. The district will locate funding sources. **Jenny McFadden**
Strategy 4: Provide professional development for teachers and administrators on effective strategies to increase student performance on standardized testing.	WC District Staff	August, 2008	Improving teachers' knowledge of content will improve instruction of SC standards through monthly staff development days and district coaches' meetings. The district will locate funding sources. Weekly lesson plans and departmental meetings with the district coaches will be monitored. Written feedback with additional assistance will be given as needed. **Jenny McFadden**
Strategy 5: Observe at least one classroom per month in math, science and reading.	WC District Staff	October, 2008	Monitor the usage of data driven instruction by the ELA classroom teachers. Develop a timeline of middle school observations; observe teachers and provide immediate feedback. Conference with the Principal about any problems/concerns observed. **Jenny McFadden**

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: The WCSD will provide instructional leadership to support student achievement Goal 2: By April 1, 2009, 50% of students in grades 7 and 8 will show an increase of at least 3.0 on the math mean RIT score as measured by the Measures of Academic Progress (MAP) math benchmark from Fall 2008 to Spring 2009.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Strategy 1: Provide Academy of Math.	WC District Staff	August, 2008	Academy of Math Program will monitor student remediation progress. The district will locate funding sources. **Jenny McFadden**
Strategy 2: Provide NWEA's MAP Math assessment.	WC District Staff	August, 2008	Diagnostic feedback from the MAP math assessment will be used for differentiated and scaffolding instruction. The district will locate funding sources. **Jenny McFadden**
Strategy 3: Provide a math coach to assist with math instruction.	WC District Staff	August, 2008	Improving teachers' knowledge of content will improve instruction. The district will locate funding sources. **Jenny McFadden**
Strategy 4: Provide professional development for teachers and administrators on effective strategies to increase student performance on standardized testing.	WC District Staff	August, 2008	Improving teachers' knowledge of content will improve instruction of SC standards through monthly staff development days and district coaches' meetings. The district will locate funding sources. Weekly lesson plans and departmental meetings with the district coaches will be monitored. Written feedback with additional assistance will be given as needed. **Jenny McFadden**
Strategy 5: Observe at least one classroom per month in math, science and reading.	WC District Staff	October, 2008	Monitor the usage of data driven instruction by the math classroom teachers. Develop a timeline of middle school observations; observe teachers and provide immediate feedback. Conference with the Principal about any problems/concerns observed. **Jenny McFadden**

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 3: The WCSD will provide instructional leadership to support student achievement Goal 3: By April 1, 2009, at least 60% of students in grades 7 and 8 will demonstrate a 70% passage rate in science for core-content knowledge as measured by the school-created benchmark test.

(70% indicates a student is performing at the Basic level of instruction)

The science benchmark is Stuart Flanagan's Tests For Higher Standards which is aligned to the SC state standards.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy **List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.**	**Person(s) Responsible (Position/Name)**	**Start Date of Strategy**	**Indicator(s) of Implementation** ***Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.***
Strategy 1: Provide incentives for science fair.	WC District Staff	August, 2008	Incentives will be utilized to encourage students to perform to their highest potential. The district will locate funding sources. **Jenny McFadden**
Strategy 2: Provide science kits.	WC District Staff	November, 2008	Providing students with exposure to hands-on science instruction is critical to improving students understanding of science concepts. The district will locate funding sources. **Jenny McFadden**
Strategy 3: Provide a science coach to assist with science instruction.	WC District Staff	August, 2008	Improving teachers' knowledge of content will improve instruction. The district will locate funding sources. **Jenny McFadden**
Strategy 4: Provide professional development for teachers and administrators on effective strategies to increase student performance on standardized testing.	WC District Staff	August, 2008	Improving teachers' knowledge of content will improve instruction of SC standards through monthly staff development days and district coaches' meetings. The district will locate funding sources. Weekly lesson plans and departmental meetings with the district coaches will be monitored. Written feedback with additional assistance will be given as needed. **Jenny McFadden**
Strategy 5: Observe at least one classroom per month in math, science and reading.	WC District Staff	October, 2008	Monitor the usage of data driven instruction by the science classroom teachers. Develop a timeline of middle school observations; observe teachers and provide immediate feedback. Conference with the Principal about any problems/concerns observed. **Jenny McFadden**

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of <u>each</u> program or initiative that is included in the FSRP.
Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

- **Academy of Math (AOM)**
  A computerized tutorial program designed to build a foundation of skills in math, the Academy of Math is a research-based instructional tool.

- **Academy of Reading (AOR)**
  A computerized tutorial program designed to build a foundation of skills in reading, the Academy of Reading is a research-based instructional tool.

- **Accelerated Reader (AR)**
  Provided through Renaissance Learning, Accelerated Reader is a research-based independent reading program designed to foster independent reading practice and to allow for monitoring of a reader's comprehension.

- **Curriculum on Wheels (COW)**
  This program is an interactive, standards-based technology program that allows the school to implement science instruction that engages the learner.

- **Measures of Academic Progress (MAP)**
  MAP is a researched-based assessment program offered by the Northwest Evaluation Association, a non-profit educational organization.

. **Stuart Flanagan Tests for Higher Standards**
  Tests for Higher Standards is a program that is designed to help teachers develop standards-based higher order thinking assessments. It is aligned to the SC standards.